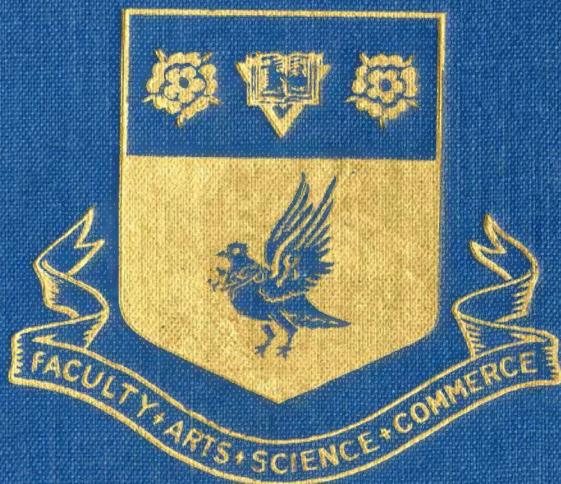


♦ SIR ♦
GEORGE
WILLIAMS
COLLEGE
♦



1943

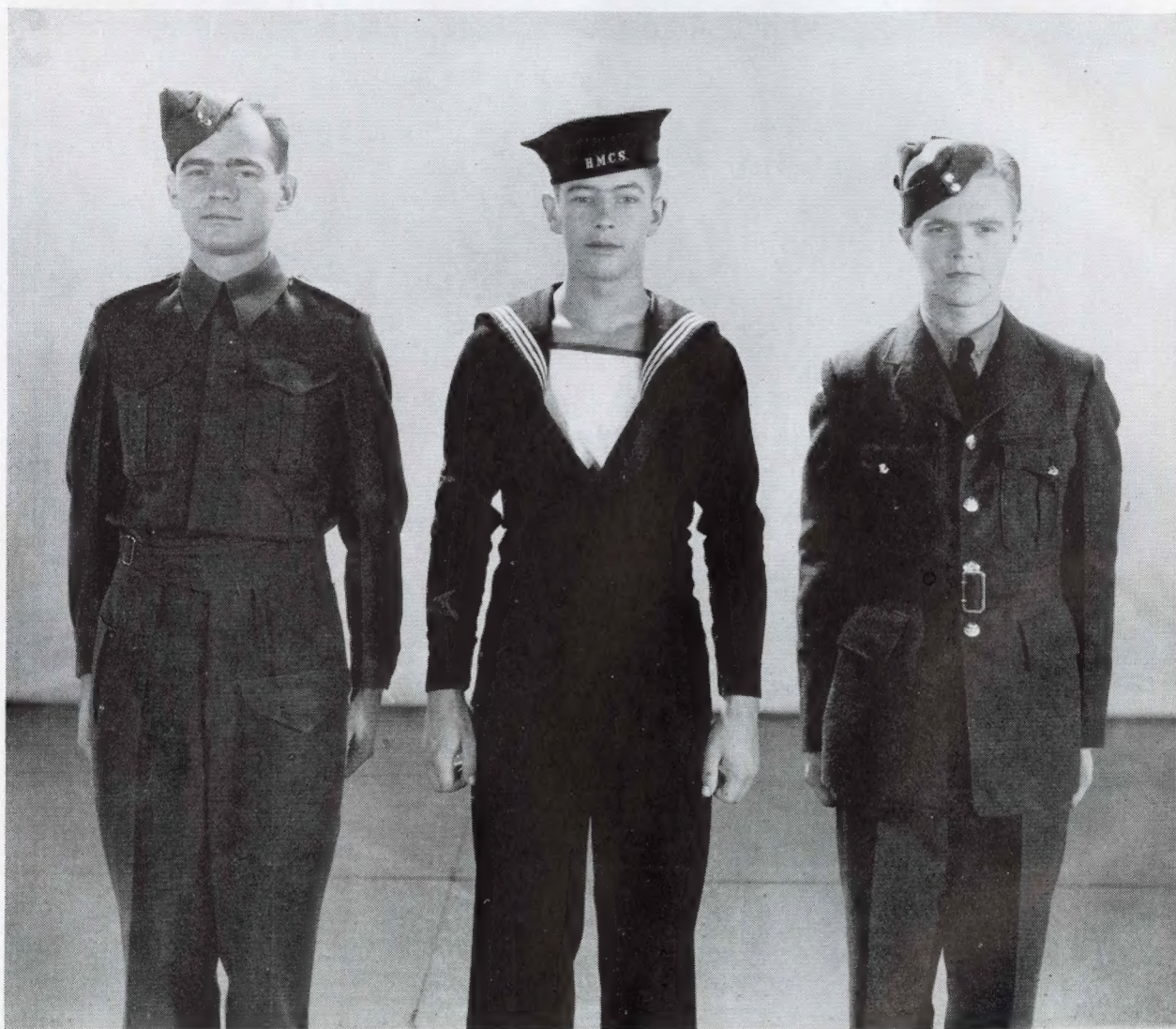
SIR GEORGE WILLIAMS
C O L L E G E
A N N U A L



Faculty
Arts • Science • Commerce



1943



Dedication

THIS ANNUAL IS DEDICATED TO THE STUDENTS OF THE
COLLEGE WHO ARE NOW ON ACTIVE SERVICE.

IT is only with slow-moving reluctance that a democracy goes to war and sends its youth to battle for their lives with the youth of other lands. It is only under great duress that democratic peoples will marshal all their resources against the might of a common foe.

For four full academic years our nation has been at war. For four full years War has provided the dominant, all-pervasive undertone to academic life in this College, as in all Colleges throughout the land. Colleges are places to which youth go in order to learn more fully about life and the meaning of life, about the world and the peoples of the world, about Man and his hope for a better day. War is a crisis in that quest, a pause while mankind learns again the age-old lessons of service and sacrifice and co-operative effort. Small wonder, then, that youth whose eyes are on tomorrow, should not fail to feel the import of these times, whether serving their country in the halls of learning or in the theatres of war.

In these four momentous years the College has seen its students, its former students and its graduates in scores and hundreds carry the Georgian spirit into the far places of the earth, daring forth on land and sea and air to face the unbelievable perils of modern war. Some, a sadly lengthening list, have given their lives.

To these, our friends, and all who serve, this Annual is gratefully and affectionally dedicated.

K. E. NORRIS,
Principal of the College.



SIR GEORGE WILLIAMS 1821 - 1905

A MESSAGE FROM THE BOARD OF GOVERNORS

ALTHOUGH the Board of Governors may not seem to have a very close relationship with the student body, may I assure you that we follow your activities and your progress with great interest. Therefore, I would like to take this opportunity of extending to all students of the College the greetings and best wishes of the Governors. Especially we would like to greet those who are graduating this year and who are being added to the growing list of worthy young people called the alumni. It is of considerable interest to note that, of the present alumni, about one-third are on active service and that those who have proceeded with post-graduate or professional studies at various universities also number about one-third of the total. This is, in my opinion, an excellent record.

May we also send a special greeting to all students and graduates on active service. We trust that this annual will recall to them happy and profitable days, or evenings, spent at the College. It is our sincere wish that each one of you will soon be with us again in person as well as in spirit.

These times demand much of us all and of youth they demand everything. While many hundreds of our former comrades are on active service, it rests with those of us who remain behind to carry on to the best of our ability. In this confused picture one's individual duty is often not clear. However, the great importance of education and training, not only for winning the war but also for the reconstruction process to follow, seems to be forced upon us with ever-increasing clarity. The special provisions of the government regarding students are a striking evidence of this.

The war has brought many changes to Sir George Williams College as it has to all similar institutions. Those of us who really believe in the College and its purpose know, however, that the things for which it stands are eternal. They will outlast war and will play a big part in remaking the happier days to come.

With every good wish,

Yours faithfully,

LEWIS C. HASKELL,

Chairman, Board of Governors.

The Georgian Marching Song

Tune adapted from an old hymn by HAROLD POTTER

Briskly

Georgians! Georgians!

The first system of musical notation for 'The Georgian Marching Song'. It consists of a treble and bass staff in 4/4 time. The melody begins with a quarter rest, followed by a quarter note G, a quarter note A, and a quarter note B. The lyrics 'Georgians! Georgians!' are written below the treble staff, aligned with the notes G and A.

Here we come a-long!!

Georgians! Georgians!

Hear our marching songs!

The second system of musical notation. The treble staff contains the melody with lyrics 'Here we come a-long!!' and 'Georgians! Georgians!'. The bass staff provides a simple accompaniment. The lyrics 'Hear our marching songs!' are written below the treble staff.

Please ex-cuse our grin -

We're out to fight and win - there's

not a man but knows we can, and

The third system of musical notation. The treble staff contains the melody with lyrics 'Please ex-cuse our grin -', 'We're out to fight and win - there's', and 'not a man but knows we can, and'. The bass staff provides a simple accompaniment.

Gosh! we're bold; so

Georgians! Georgians!

Play a sporting game.

The fourth system of musical notation. The treble staff contains the melody with lyrics 'Gosh! we're bold; so', 'Georgians! Georgians!', and 'Play a sporting game.'. The bass staff provides a simple accompaniment.

Fight for the honour

of your College name - yes, it's

might and right for the

The fifth system of musical notation. The treble staff contains the melody with lyrics 'Fight for the honour', 'of your College name - yes, it's', and 'might and right for the'. The bass staff provides a simple accompaniment.

old Maroon and Gold, and hip hur-

ray!

hurray!!

hurray!!!

The sixth system of musical notation. The treble staff contains the melody with lyrics 'old Maroon and Gold, and hip hur-', 'ray!', 'hurray!!', and 'hurray!!!'. The bass staff provides a simple accompaniment.

EDITORIAL BOARD

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ACKNOWLEDGMENTS

<i>Photos of Grads</i>	JACOBY STUDIOS	<i>Typing</i>	Business School, Sir George Business College.
<i>Montages</i>	DAVE CLENDENNING, HYMAN SCHWARTZ		MARY WATSON, MARIAN KNOX
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The Annual

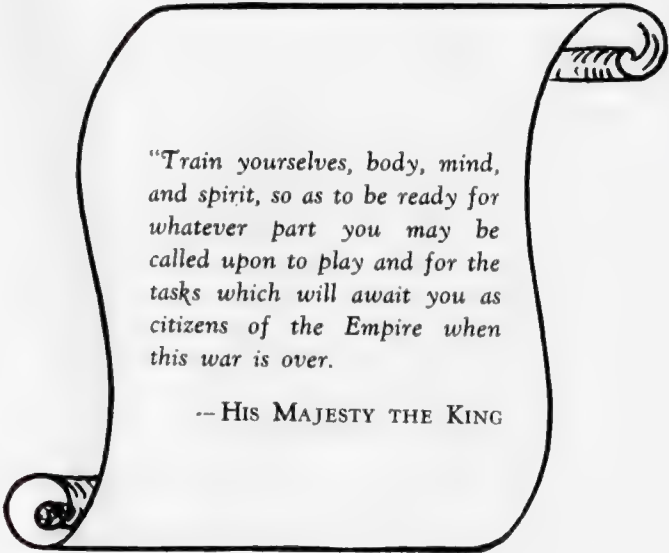
SIR GEORGE WILLIAMS COLLEGE

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CONVOCATION '43



*"Train yourselves, body, mind,
and spirit, so as to be ready for
whatever part you may be
called upon to play and for the
tasks which will await you as
citizens of the Empire when
this war is over.*

-- HIS MAJESTY THE KING

VALEDICTORY ADDRESS, CLASS OF '43

Geo. N. Barker, (Valedictorian)

Mr. Chairman, Ladies and Gentlemen:

It is my privilege to-night, to say a few words of farewell on behalf of my Graduating Class to an educational institution of which we have grown to be very proud. We have real reason for this feeling. During the past few years we have *learned to enjoy* and *will continue to appreciate*, the opportunity of having been a Georgian. School ties and memories are dear to everyone, and ours are important to us. Let me tell you why.

Ask any member of our graduating class why he's happy to be a Georgian and among the first reasons he will mention, will be because our college is *FRIENDLY* and "*UP-TO-DATE*". These are quite ordinary phrases but they have special meanings for us.

First impressions are usually very vivid, and the memories of our first days in College are mighty happy ones. Most educational institutions and fraternities have elaborate and impressive initiation ceremonies. They are designed, I'm sure, to give the new person something he can remember, and they usually succeed very well.

A magazine some time ago carried pictures of an initiation ceremony in a college in the United States. One picture I still remember, was of a chap, blindfolded, walking a plank across a pool of water. When I started at Sir George and learned there was to be an Initiation Week, I had visions of all sorts of similar stunts. But our initiation was designed with a different purpose. A week of activities was planned when Freshmen were introduced into a new phase of living with a friendly hand and encouraging word.

That friendly attitude, we are proud to say, is present in all phases of college life at Sir George and the new student soon learns to appreciate it. We have but one fraternity in our college, a *FRIENDSHIP FRATERNITY*.

This friendly attitude exists not only between students but also between the students and our professors. The many friendly conversations a student has with his professor is something which he not only appreciates because of the stimulus it gives to his own thinking, but also, because these opportunities are possible in our college. These are the reasons why our memories are pleasant ones.

We are also proud of our college because of its progressive educational policy. This is what we mean by "up-to-date". Students who attend the college *not only receive a degree but an education*. There is a difference. An educated person is one who has learned to live fully and happily by continual education for better adjustment to his physical and social environment. Of course this includes making a livelihood. It also means that he has developed a social awareness and a sense of responsibility to society.

The other day I read one man's estimate of our modern educational system. He said "Education has been entirely an in-taking process. Youth instead of having been trained into habits of group thinking and group acting—habits that are basic to emotional and social maturity and basic, as well, to democratic participation—they have been trained to regard themselves as separate individuals, each with his separate bag of tricks and each prepared to find his separate niche in the world." We are happy to say that graduates from our college have a wider viewpoint than this, because we have learned that we have a relationship and a responsibility to society and to our fellowmen. We take as part of our course requirements three pandemic courses which, are among the best. The natural science and social science courses introduce us to many fields of study which we would be sure to overlook by concentrating in any one field. Then we have a Humanities course which is to many graduates, the best course in the whole curriculum. In a study of Humanities we learn to do *some individual thinking* about *that fundamental of all living—HUMAN RELATIONSHIPS*. We learn to appreciate art, literature and music, all of which make daily living more enjoyable. Ours is I believe the only college in Canada which has a Humanities course on the curriculum, yet you can see how fundamental such a course is to a good education.

Every course is made more interesting and significant by relating the subject matter to the social conditions of the day. Our college is no "Ivory Tower" where we "hibernate" for a few years with the purpose of receiving an education. No, our college is an active social agency in the community. Many of our instructors are active persons in that com-

munity, and so bring a refreshing stimulus from it to the students during their lectures.

We also have in the college several clubs in which we discuss together our thinking on social problems, to these we often have prominent men speak. Such groups help us to develop our own thinking, and at the same time keep us in constant touch with social conditions of the day. Those of us who have helped to promote such clubs have *learned to accept responsibilities* in contributing to a democratic group.

The fundamental education philosophy of our college may be expressed as the development of persons. The primary aim is that students grow in personality and character, as well as in those techniques and appreciations which may be required in full and satisfactory living. Such growth requires development in attitudes abilities and skills.

The attitudes which a person develops are as important as the subject matter he obtains. These he carries forward, and these govern his actions in future living. While attitudes are so significant, their development is often overlooked. They are a part of concomitant learning, which is so very important to personal growth. The members of our staff give real consideration to the guidance of students for individual growth. Just remember one of those interesting discussions periods following the first part of a lecture. Those were valuable experiences,—possible in our college because our professors are desirous of having the subject-matter related to our individual thinking and experience. These are things, which we graduates have learned to appreciate.

Undoubtedly much of the progressiveness of our college has come from the pioneering attitude of the Y.M.C.A. as a movement. One of the greatneses about that movement is its ability to adapt itself to changing social conditions.

As a result of close contact with the Community our college is aware of the educational needs, of the people. Students who graduate are prepared to take their place in the community and make a contribution to it.

We are fortunate in having as members of our Board of Governors—men not only of academic standing but with a social consciousness and an experience in the community, who are forward looking in guiding the policy of our college. And students never fail to appreciate the members of our Faculty Council. These are the people we think of when we speak of the “guiding spirits.”

A leading American magazine carried an article some time ago on the value of “School Ties”. It told of the honour and advantage of attending those noted English Schools of Harrow and Eton. Men who pass through their “halls” are almost sure to hold leading positions in the community, and many became outstanding political leaders. But it requires social position to gain admission to these schools. In contrast to these older institutions we welcome all persons with a desire for education. In addition we have an evening faculty which makes education available to many who otherwise might be unable to obtain it. One of the features and advantages that follows is the cosmopolitan nature of our student body. There are several notable examples in the graduating class. We have this year for the first time, a husband and wife graduating together, a veteran from World War No. 2., a sergeant in the R.C.A.F. an ordained minister, and a Doctor of Dental Surgery.

Graduates from our college haven’t yet had time to make history but wherever they have gone, they have made significant contributions to their community, and Sir George Williams College has gained recognition and prestige.

There are already several graduates from this year’s class training to serve in this second world conflict. We along with the other youth, are going to demand a voice in deciding future social questions of our country. We may have wondered at the attitude of boredom and skepticism on the part of youth in the past. Perhaps they had reason to feel that way. They found themselves in a world of conflict which they didn’t create or even understand. But thank goodness there is a *new toughness* about the mind of youth to-day,—a *new attitude* toward the future, a *new determination* to find a solution, not that we know the solution, but a *faith that we can find one*.

We have learned that society, like everything else must change in order to live. It is changing to-day, faster than anyone dared believe was possible a few years ago. Our education has enabled us to understand, these changes. We have found a new philosophy for living, not one based on authority, from the past but one based on change,—with a new faith in human nature and a realization that the new experiences of to-morrow, can be as meaningful and as valuable to us as any in the past.

From our education we have learned the real meaning of freedom. It does not consist in a separation of the individual *from* society. Freedom results from an adjustment of each person *with* his social and physical environment. Mr. Lindeman defines freedom as a "creative relatedness between the personality and the manageable aspects of our universe." Freedom then is an achievement, something we grow into. Freedom is not a gift which we receive, but rather an achievement which we can all attain.

The function of freedom is to create. Creativeness means original activity, which means change. We must not mistake mere activity for social progress. Only continuing education will help us guide our social change in the direction of social *progress*.

Our college is still young. We are not yet tied by

tradition, and if we ever do get a tradition—may it be one of *friendliness* and *progressiveness*. We favour a liberal arts education over a specialist education. Not because we do not believe in specialist; we do. But one of the problems of our democracy to-day is that we haven't yet learned how to use specialists affectively for the benefit of all. The future, I believe, will require a few "*specialists in generalization*"; men who can bring our society together and can continue to give it leadership. From our education, we are aware of the faults within our democratic way of life, but we have also *gained a new appreciation of our culture*, and we graduates are proud of the benefits from an education at Sir George Williams College which has *prepared us to go forward and make our contribution to a better world*.



GRADUATING CLASS '43

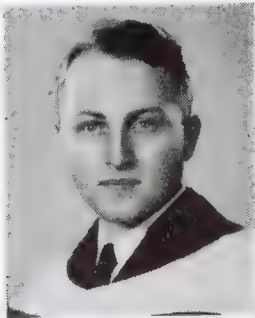


ROMA AUGUSTAN
ARTS

Activities: Avukah.
Year: 1941-42; 1942-43.
Former Education: Studied in Jerusalem 1932-1935; Balfour College, Tel-Aviv, Palestine, 1935-1939.
Outside Interests: Group work, sculpturing and painting.
Hobbies: 'Catching up in lost sleep'.
Future Plans: Post graduate work in Medical or Psychiatric Social Work; M.A. in Sociology at McGill.

E. M. S. CUNNINGHAM
ARTS

Activities: "The Crier" '39, Fencing Club '39.
Office: Sec. of the Publications Committee '41, The Playmaker's Workshop '41, Sec. of the War Council '41-'42, Sec.-treas. of the Day Women's Faculty Club '42, "Georgiantics" '41-'42.
Interests: Play-reading group, music, art, the library.
Former Education: Hebert Symonds Public School, Westmount High School and S. G. W. C.
Outside Interests: War Services.
Future Plans: Social medical worker.

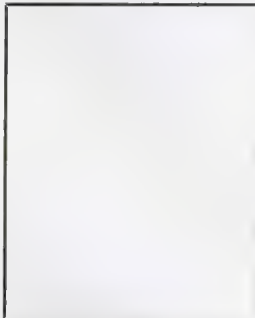


GEORGE N. BARKER
ARTS

Activities: President S.C.M. Group '41-'42, National Council representative '43, Member Clubs Com. '42.
Other Activities: Dir. Otoreke Ski Lodge '43, Executive Fellowship Secretaries Group '43, Member Montreal Christian Youth Com. '42-'43.
Former Education: Graduate Newmarket High School, graduate International Accountants Society Inc.
Sports: All sports especially handball, skiing, canoe tripping.
Hobbies: Music, photography, reading, discussions.
Future Plans: Y.M.C.A. war services, P. Graduate studies someday. (I hope).

GERTRUDE S. C. DAVIES
COMMERCE

Interests: Political Science Club. Women's Club.
Former Education: Montreal High School (for Girls).
Other Information: Would like to travel after the war.
Hobbies: Reading, music, piano, golf, swimming.
Future Plans: To go into other fields of Commerce, i.e. maybe obtain Associate in Institute of Chartered Secretaries.

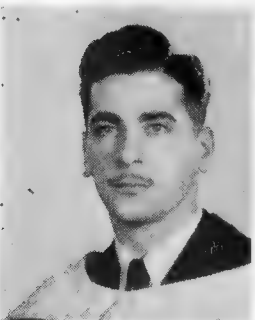


HERMAN BULLER
ARTS

Activities: Opposing the accepted opinion of the majority.
Interests: Music, art, literature, philosophy, and women.
Former Education: Primary School Guy Drummond, High School Strathcona Academy.
Outside Interests: Wine, Women & Song.
Hobbies: Amateur magician.
Future Plans: In the lap of the gods.

JOHN FOX
COMMERCE

Office: Business Manager, "The Georgian".
Interests: Economics, accountancy.
Former Education: Graduated at Verdun High School.
Outside Interests: Reading, I have occasionally written a poem (?).
Future Plans: Doubtful.

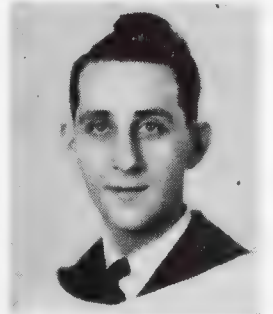


ARCHIE HENRY CRYSTAL
SCIENCE

Activities: Science Club, College Annual, Clubs committee, Science faculty basketball, S.G.W. basketball, Science volleyball, Laboratory demonstrator.
Former Education: Primary School—Guy Drummond, High School—Strathcona Academy.
Future Plans: To contribute to society through the field of Dentistry.

J. A. FRASER
(Jack) COMMERCE

Activities: Served as Accountant of Publications Committee in 1941 and Chairman of Publications Committee for first half of 1942-43 session. Presently Secretary-Treasurer of 1943 Graduating Class.
Former Education: Montreal High School and Sir George Williams Business School.
Outside Interests: Badminton, tennis, golf and swimming.
Hobbies: Photography and handicrafts.
Future Plans: Post-graduate studies in Chartered Institute of Secretaries.
Occupation: Assistant Purchasing Agent.

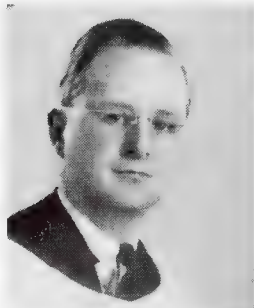


GRADUATING CLASS

'43

EUGENE C. FORTIN

SCIENCE



Year: 1940-1943.

Interests: Science in general as well as Social Trends.

Former Education: High School Diploma (Alberta 1927); Senior Matriculation and First Year Engineering (McGill 1930); Montreal Technical Institute; Private classes in Engineering under V. R. Davies, M.Sc., (2 yrs).—then admission to Corporation of Professional Engineers of the Province of Quebec 1940.

Outside Interests: Travelling and hiking, Eastern and Southern counties preferred. Swimming indulged in for its salubrious and sole cleansing qualities.

Hobbies: Radio and Photography (Time and money RSVP); Languages and foreign literature.

Occupation: Electrical Engineering. Presently employed by the City of Montreal Public Works Department, Electrical Division. Working on Electrical layouts and Municipal Engineering.

MARCIA GETZ

ARTS



Activities: "Georgian" (1940-42), Playmaker's workshop (1940-42).

Interests: Sociology, group work.

Former Education: Montreal High School (Junior High School Leaving).

Outside Interests: M.R.H.

Other Information: Georgian Award.

Hobbies: Dramatics, writing.

Future Plans: Entering Social Service School in June. After that ??

H. H. A. GILLINGHAM

B.A.



Interests: Minister of the United Church of Canada.

Former Education: McGill University and United Theological College, Montreal.

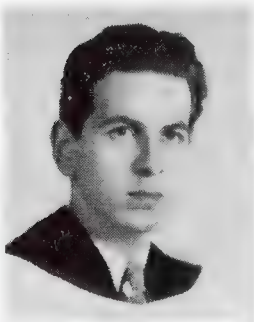
Outside Interests: All activities at Main Memorial Church.

Other Information: Interested in biological science; hopes to obtain B.Sc. in 1944.

Hobbies: Astronomy and Shakespeare.

CLARENCE GLEASON

SCIENCE



Activities: Georgiantics Orchestra, Science Swim Team, Debating, Skiing, Photography, Ping Pong, Esperanto Club.

Interests: Music, Sports, Women.

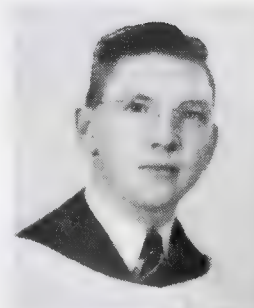
Former Education: Public School — Alfred Joyce, High School — Strathcona Academy.

Outside Interests: Music.

Future Plans: Hon ... Chemistry or Medicine.

MacARTHUR PAT. GORDON

ARTS



Activities: S.C.M., Debating Society, Publications Committee, Military Training Corps, Interyear Basketball, Volleyball.

Interests: In all students problems, practice of democratic method in all student affairs, extra curricular activities that help students relate themselves to problems of every day living.

Former Education: Graduate of Kingston C.U.I. (Honour Matriculation), two years Technical School, one year Queens University.

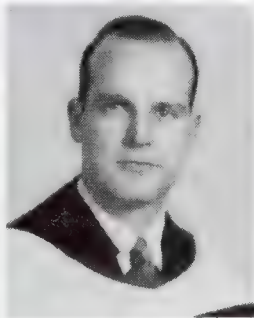
Other Information: Y.M.C.A. Secretary in training, developed interest in Y. work in Kingston, Ontario in 1938 while preparing for a Science Course, Acting Boys Work Secretary at the Kgn. Y.M.C.A. before coming to Mtl. in 1941. Have been Mtl. Fellowship Secretary for 2 years, with Central Branch doing Hi-Y & Gra-Y club work and in Rosemont Community doing Community Boys Work.

Hobbies: Amateur radio.

Future Plans: Work with Y.M.C.A. War Services overseas. Y.M.C.A. civilian work as soon as war situation permits.

ERNEST HUGH GRUBB

SCIENCE



Interests: Science Club.

Former Education: High School, Lewisville, Arkansas, U.S.A.

Outside Interests: Anything to keep fit for "carrying on".

Hobbies: Obtaining a greater knowledge and appreciation of the Arts.

Future Plans: Sitting on the fence.

Occupation: Clerk with a textile concern.

WILLIAM M. HAMILTON

COMMERCE



Activities: Political Problems Club.

Office: Producer, Georgiantics '42-'41. Treasurer, E.F.S.S. '42, C.O.R. '41, '42, '43.

Interests: Dramatics, Music, Betty.

Former Education: Victoria School, Montreal High School.

Outside Interests: Betty.

Other Information: See Betty.

Hobbies: Betty.

Future Plans: Marriage to Betty.

Occupation: Office Manager.

DAVID J. HARRISON

SCIENCE



Activities: Science Club.

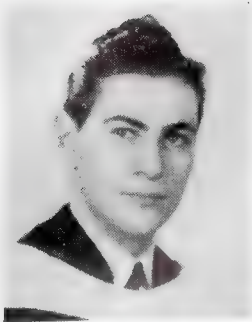
Office: President 1942.

Former Education: Pembroke Collegiate Institute.

Hobbies: Photography.

Occupation: Chemist, Ayerst McKenna & Harrison.

GRADUATING CLASS '43



SOLOMON JOFFE
SCIENCE

Activities: President of Georgian Ski Club 1941-42-43; Senior demonstrator in chemistry 1941-42-43; Business manager of College Annual 1942; Associate Editor of College Handbook 1942; Fencing instructor 1941-42.

Former Education: Primary School—Mount Royal, High School—Strathcona Academy.

Outside Interests: All sports especially tennis and skiing.

Hobbies: Drawing and painting.

Future Plans: Medicine.

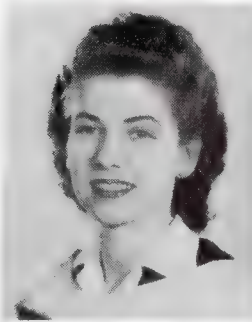
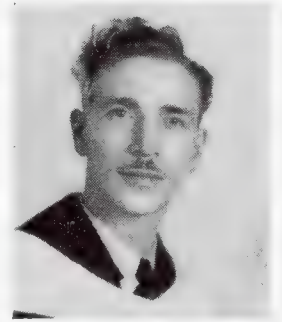
SGT. DAVID A. LOCKING
ARTS

Former Education: North Bay Normal School, University of Western Ontario.

Hobbies: Cabinet making and wood working.

Future Plans: Returning to the teaching profession.

Occupation: Instructor at No. 1 Wireless School.



EILEEN MARTIN JONAS
ARTS

Activities: Georgian "Crier", Day Faculty Women's Club.

Office: "Crier" '38-'39, co-editor '39-'40, secretary '39-'40.

Hobbies: Painting.

Outside Interests: Skiing.

Other Information: Graduate of Marguerite Bourgeys Preparatory. Came to Canada from U.S.A. in 1932.

Future Plans: Post graduate work in architecture.

S. MADRAS
SCIENCE

Office: Evening Chemistry Lab. demonstrator.

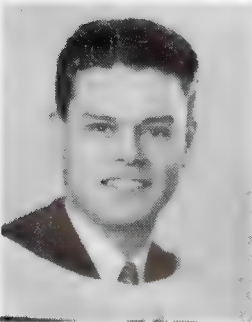
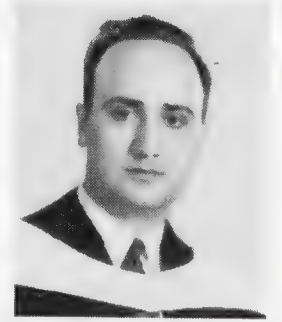
Year: 1942-1943.

Former Education: Baron Byng High School.

Outside Interests: Education.

Future Plans: Ph.D.

Occupation: Teacher.



RIBTON COLIN JONAS
(Rip) ARTS

Activities: Basketball—'37, '38, '39, '40, '41, '42, '43. War Council.

Interests: Skiing.

Hobbies: Photography.

Outside Interests: Sports of all kinds and physics.

Other Information: Graduate of Montreal High School, attended Summer School at Springfield College.

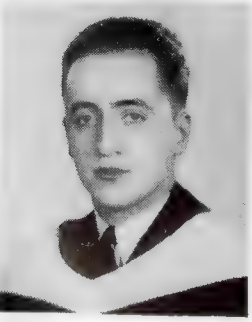
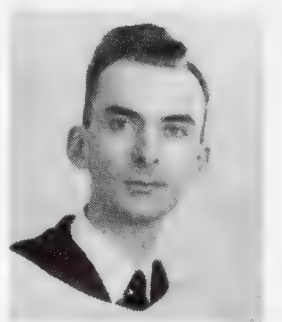
Future Plans: Continuation of studies in physical education.

WILFRED W. McCUTCHEON
B.Sc.

Former Education: Graduated from Commissioners' High School, Quebec City, in 1938. In fall of 1938 entered Macdonald College. Received degree of B.Sc. (Agr) from McGill University in May 1942. Entered Sir George Williams College in June 1942.

Other Information: Born at Lemesurier, Que. Apr. 20th. 1919—three decades after the mad man of Europe (Hitler). Was Valedictorian for the Class of '42.

Occupation: Employed by Dominion Bridge Company, Limited.



VENIZELOS LAPHKAS
(Van) COMMERCE

Activities: Volleyball, archery, swimming—"the occasional snooker game".

Interests: "Never do anything today, if you can put it off till tomorrow."

Former Education: Athens College, Athens, Greece, '34-'39.

Other Information: Went to Greece in 1934, returning in 1939, after completing his High School education, at Athens College, Athens, Greece.

Hobbies: Waiting for the 12 and 4 o'clock bell to survey the female pulchritude—for potentialities—or what have you.

Future Plans: To sail the ocean blue in the R.C.N.

IRVINE R. MCKEE
ARTS

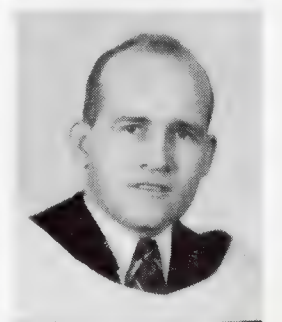
Chief Interests: To avoid writing "Supps".

Former Education: Graduate of Wallace College (Business), Quebec, P.Q.

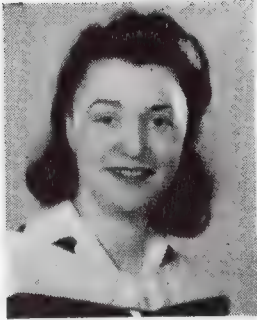
Outside Interests: Chairman of Reading Room Committee, Presbyterian College '42-'43; Vice Pres. P.Y.P.U. of Montreal '42-'43; member of Independent Order of Odd Fellows.

Hobbies: Astronomy and Nature Study.

Future Plans: To study Theology. "The heavens declare the glory of God; and the firmament sheweth his handy-work."

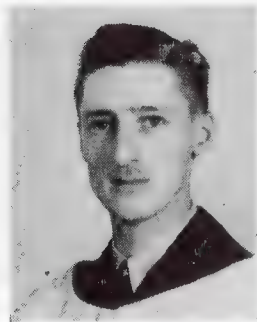


GRADUATING CLASS '43



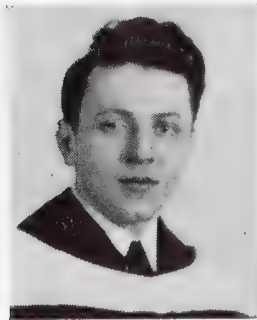
DORIS G. MEIER
SCIENCE

Activities: Athletics '40-'42.
Offices: S. U. S. E. '40-'42, Social Comm. Ex. '40-'41, Science Club Ex. '40-'41.
Outside Interests: Sports of all kinds.
Hobbies: Music and others.
Future Plans: More studies.



WILLIAM S. MORRIS
SCIENCE

Activities: Co-ordinator, Working Board of Publications Committee, Bus. Mgr. of Annual
Years '43.
Former Education: Jr. Matric. Montreal High. Sr. Matric. Univ. of London (Eng.).
Outside Interests: Pulp and Paper Research. Lieut. (R) R.C.A.
Hobbies: Taking a pessimistic view of the older generation. Initiating the tender undergrads of S.G.W.S. into the mysteries of artillery.
Occupation: Research—Pulp and Paper Res. Institute of Can.



WALTER HENRY PIKE
COMMERCE

Activities: Vice pres. of S.W.S. '41-'42, Advisory-Capacity on S.W.S. '42-'43.
Interests: Economics, arguments with barker.
Former Education: Verdun High School.
Outside Interests: Wine, women and song, music, dancing, Royal Society of arw rologists.
Future Plans: To don a uniform.



DERRY PLEMING
ARTS

Born in Shropshire, England.
Former Education: Nothing startling: Ramsgate, England; Hamilton, Ont.; Verdun High School.
Hobbies: Sitting in the sun, losing golf balls, ski trails, collecting short story rejection slips.
Future Plans: Montreal School of Social Work.
Occupation: Stenographer — aircraft production.

MATTHEW RAM
ARTS

Activities: Basketball, debating, swimming.
Office: Day vice-president of graduating class.
Year: May, 1943.
Interests: Sociology and psychology.
Former Education: Grade School—Devonshire, High School—Baron Byng.
Outside Interests: Swimming, abnormal psychology.
Other Information: Swimming Instructor Y.M.H.A., at the moment.
Hobbies: Diving, athletics, reading.
Future Plans: Graduate work in sociology at U. of Chicago or graduate work in psychology at McGill.



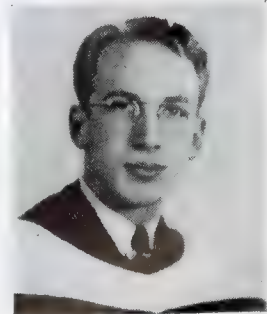
ELIZABETH F. ROBSON
(Betty) ARTS

Activities: Evening Editor The Georgian '43, reporter '38-'39-'40, member E.F.S.S. executive '43, Spanish Club '42, ticket convener Georgiantics '42, social committee Women's Club '42-'41-'40, secretary Women's Club '38-'39, COR '38-'43 inclusive, CSA sec'y '39-'40, vice pres. Class of '43 Cercle Français '40, Georgian Award '43.
Interests: Modern languages, fencing, archery, riding, foreign newspapers, music.
Former Education: High School for Girls, studied piano at McGill Conservatorium, violin, can play neither.
Future Plans: Marriage, M.A. in Modern Languages, South America (I hope).



MURRAY B. SHANTZ
ARTS

Activities: Georgian basketball team, S.C.M., Fellowship student.
Office: President S.C.M. 1943, sec'y Fellowship 1942.
Former Education: St. Catharines Collegiate Institute.
Outside Interests: Looking after
Future Plans: Rather inclined to think that the government will help me to decide this.



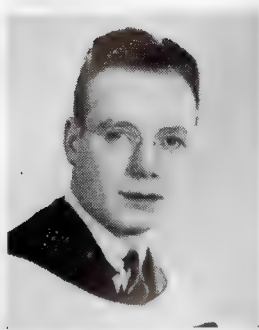
MORTIMER M. TUNIS
SCIENCE

Activities: Science Club, Organizer of the Weightlifting Club. Total membership—2 (including the organizer).
Interests: Investigation of amachoid motion, weightlifting, swimming, dreaming of the S.G.W.C. Graduate School of Biology.
Former Education: Baron Byng High School.
Outside Interests: A certain political organization, classical music, former sec'y. treas. "The Young Musicians Club".
Other Information: Studied the violin seriously for 6 years and almost became a concert violinist.
Hobbies: Keeping the fish in the library aquarium alive (unsuccessful so far), keeping the cactus plant on my desk alive (unsuccessful so far).
Future Plans: Medical Research.



GRADUATING CLASS

'43



A. S. WALKER

SCIENCE

Activities: Member C.O.R., Publications Committee, Science Club.

Office: Chairman Publications Committee 1943, President Science Club 1942-1943, President Class '43.

Interests: Science Club and introducing the natural sciences to students through this medium.

Former Education: Hamilton "Tech" Mechanical Draughtsman I.C.S. Electrical Engineering.

Future Plans: To become a good Communications Engineer.

Occupation: Assistant Communications Engineer.

LYDD GEORGE WELTON

ARTS

Activities: Member of Georgians Basketball Team '41, '42, '43, Badminton singles championship '41, '42, Captain Interfaculty "Snobs" '41, '42, '43.

Year: 1942-43.

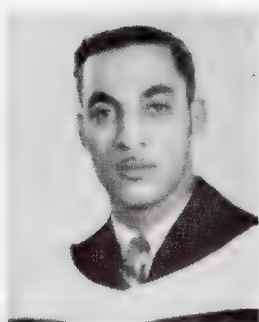
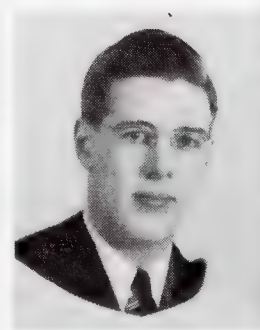
Interests: Sports.

Former Education: Senior Matriculation (i.e. 1st year College), Sault Ste Marie Collegiate Institute, Ontario.

Outside Interests: Y.M.C.A., music.

Hobbies: Women . . .

Future Plans: Y.M.C.A. Boys Work Secretary, St. John, New Brunswick beginning August 15th.

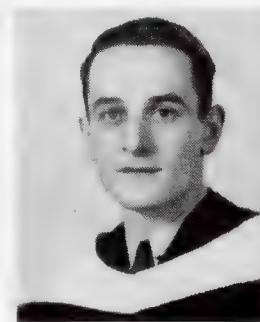


HERMAN ERIC RILEY

ARTS

GEORGE ATKINSON

COMMERCE



SIR GEORGE WILLIAMS COLLEGE
FACULTY OF
ARTS, SCIENCE & COMMERCE

GRADUATING CLASS

1936-37



FRANCIS DAVISON, B.Sc.



LEO GERMAIN, B.Sc.



J.M. ROBINSON, B.Sc.



A.B. F. CLAYTON, B.Sc.



O.D. CLARKE, B.A.



RITA CRANE, B.A.



P.W. ALLEN, M.A., Ph.D.
 Faculty Council



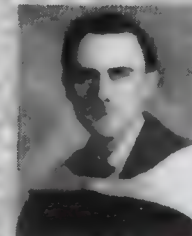
ARTHUR PETER AMOS SAUNDERS
 B.Sc.



PETER C. THOMPSON, M.A.
 Faculty Council



J. KIDD, B.A.



N. ST. C. HANSON, B.A.



M. D. BETHA, B.A.



L.B. RICHARDS, B.A.



E.D. SKERPIUS, B.A.
 Registrar & Bursar



M. HENDRIS, M.A.
 Principal



M.F. HALE, B.A. & B.Sc.
 Dean



C. DAVID, B.Sc.

THE ALUMNAE



THE ALUMNAE EXECUTIVE 1942 - 43

YOUR FORTUNE, GEORGIANS!

"I SEE," said the Guinea Pig, peering into the glass, "I see here the spirit of a great organization. I see a large room filled with many happy people waving banners of maroon and gold; and every year the room gets larger and more people gather. There is an exchange of warm greetings, friendly memories and wonderful plans for the

future. And I see, too, a magnificent New Building, well-equipped and thronged with students of all ages, thirsty for knowledge . . ." The Guinea Pig fell silent, and his ten companions raised their glasses to him solemnly—"To the association of alumni, Sir George Williams College," they murmured. They shared his vision and his dream.

Sir George Williams College

Faculty of Arts Science & Commerce

Graduating Class

1937-8



J.D. Thomas, B.Sc.



A.W. Lavery, B.Sc.



G.P. Woollett, B.Sc.
Class Pres.



Sophia D.A. Tennant



W.L. Kelsey, B.Sc. (Hons.)



J.D. Thomas, B.Sc.



A.L. Rennie, B.Sc.
Class Secy-Treas.



W. H. Smith



T.R. Wainwright, B.Sc.



J.A. Davis, B.Sc.



J. H. Smith, B.Sc.



J. H. Smith, B.Sc.



J. H. Smith, B.Sc.



H. H. Smith, B.Sc.



J. H. Smith, B.Sc.



A.L. Rennie, B.Sc.



J. H. Smith, B.Sc.



J. H. Smith, B.Sc.



Prof. A. H. Saunders, B.Sc.



Samuel R. Bennett, B.Sc.



Jack Hirschberg, B.Sc.



James Corrie, B.Sc.



J. H. Smith, B.Sc.



J. H. Smith, B.Sc.



J. H. Smith, B.Sc.



J. H. Smith, B.Sc.



J. H. Smith, B.Sc.

That was in 1937 when President John P. Kidd and his group laid the foundations of our Alumni Association, complete with constitution and aims. Those dreams are coming true. Each year, with the addition of more graduates the Association is expanding. Its aims have become crystallized with the conviction that the Alumni of a vigorous, young and growing college such as ours must keep a dual purpose in view. Of course, it must always be a medium of social contact through which its members may meet and imbibe the traditionally infectious Georgian spirit; it must also be prepared to assist in tackling those problems peculiar to its Alma Mater. With this in view the Association has consistently branched out and evolved into an active unit intent on fostering ever better public relations and on maintaining and promoting the prestige of the College.

Every year reaches a new high in the activities of the Association and the year 1942-43 was no exception. A Christmas Party at the Samovar attracted many members and friends. The general meeting of April 8th, at which films of current war topics were presented, was well attended. The open sessions of the Public Relations Committee were also of vital interest, disclosing the findings of a special research committee taxed with investigating such problems as comparative academic standing, post-graduate courses and public relations policies. Other activities of the Association during the year included the sending of candies and cigarettes to members overseas.

To demonstrate its continued interest in undergraduate affairs, the Association has been making, since 1939, an award at Graduation, to the student who, in the opinion of the Faculty Council, has, by his activities, achievements and interests during the term at college, won the outstanding commendation and respect of his fellow students and of the Faculty. Winners of this coveted award to date have been Harold H. Patter, Earl B. Dechene, Beryl W. Mendelssohn, Herbert F. Quinn and Phebe J. Prowse.

A review of the Alumni activities would be incomplete without a word of recognition to the presidents, who have guided their developments in the past, namely,

J. P. Kidd	1937-38
D. B. Clarke	1938-39
Walter L. Kelsey	1939-40
M. Moscovitch	1940-41
H. Quinn	1941-42

This year's slate of officers is as follows:

John Archer	President
Olive Spear	Vice-President
Roslyn Gurberg	Recording Sec'y
Louise Macdonald	Correspond. Sec'y
Alex Stewart	Treasurer
Harold Potter	Rep. to Board of Governors
Harriet Meyer	Social Chairman
Phebe Prowse	Program & Promotion Chairman
Fred Kerner	Rep. to "The Georgian"

Class Representatives:

Alan Finlayson	1937
Mrs. Simone MacDonald	1938
Lillian Rabinovitch	1939
Henry Worrell	1940
Muriel Kidd	1941
Herbert L. Quinn	1941
Mrs. Wynne Francis	1942
Jack Aaron	1942

(Now on active service)

Stanley Knights	1942
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(Now on active service)

Over one third of the graduates are already members of the Association of Alumni. Considering the fact that 52 or approx. 331/3% are serving in the armed forces and 23 are no longer located in the City, this membership is not unsatisfactory. It is felt, however, that the importance of becoming an alumnus upon graduation requires fuller appreciation. The Association of Alumni offers not only an opportunity for renewal and extension of College fellowship, but also an organized medium through which to pool post-graduate experiences for the study of the problems of recognition and prestige which are common to College and graduates alike. Each graduate is the product of four or more years of growth and development of the college, and in an institution as young and dynamic as Sir George, it is not only the responsibility but also the privilege of every graduate to evaluate his educational background in terms of individual and community requirements and to interpret this evaluation to the College for the benefit of future graduates.

Conversely, each new graduating class can interpret the growth of the college to the Alumni, and it is with this in mind that we extend wholehearted welcome to the Class of '43 and to the new ideas, fresh enthusiasm, added strength, and good fellowship which we know they will contribute as members of the association of Alumni.

SIR GEORGE WILLIAMS COLLEGE



FACULTY OF ARTS, SCIENCE & COMMERCE..



GRADUATING CLASS 1938-39

Editorial Association

KEEPING IN TOUCH WITH THE GRADS

by Olive Spear

EACH year's review of the affairs and fortunes of our graduates shows creditable progress in chosen fields and towards cherished goals. We follow the activities of all graduates with pride and interest, but are especially proud of that gallant third of our number who have put aside personal, business, and professional ambitions for the cause of freedom at home and abroad. To these, then, we dedicate the following pages, and pay them tribute as we indicate below how they serve on land, sea, and in the air.

In the Army

F. L. P. Anderson
Nathan Berkson
Vernon Bunyon
Hector Chandler
K. G. Cameron
Buell Flaherty
E. C. Fowler
W. Douglas Innes
J. B. Jewell
Allan C. Kennedy
Vincent Leonard
W. E. Lynes
D'Arcy McGovern
Lea McL. Read
Lawson Reid
L. Richardson (U.S.A.)
Sydney Silver
B. McL. Walsh
Edith Bye (C.W.A.C.)
Richard Brayley
Walter Kelsey

In the Air Force

Jack Aaron
E. R. Boyd
James Carnie
Alec Fineberg
Jack Gordon
Lawrence Hall
J. R. Holmsted
Gerald Mahoney
Olaf Meyer
Louis Rakita
J. W. Robinson
Daniel Steinberg
William J. Swinden
Thurman Tupper
Alan Watson
Ed. Wilby

In the Navy

George Bullen
Darryl Hayes
Jack Hirshberg (U.S.A.)
James Gordon
William McGown
R. L. Shepherd (U.S.M.)
Bazil Stark
John Economides

On Y.M.C.A. War Services

E. C. Burton
J. R. Hupfield
John P. Kidd
E. E. Smee
Hugh Stevenson
Erle Ulley
Grahame Watt

And as for the Rest of Us . . .

Class of '36 . . .

Perhaps you've forgotten that Science grads Frank Davison and Leo Germain share the distinction of being Sir George's first degree students. Gowned in '36, they joined the Ass'n of Alumni in '37 and are still enthusiastic Georgians. Leo is on the Research Staff of Shawinigan Laboratories Limited in Shawinigan Falls. A keen outdoor sportsman, he claims his single blessedness may be accredited to the fact that he is a "coureur des bois" from early spring to late fall. Frank is spending long hours at the Aircraft Division of Canadian Car & Foundry Co., as inspector in charge of processes, has married, and has two children.

Class of '37 . . .

And of those other "Guinea Pigs" . . .

Rita Shane is now Doctor Rita Shane (McGill '42), specializing in paediatrics. Douglass Burns Clarke, Ass't Prof. in the Humanities Division of Sir George and Director of the Playmaker's Workshop, is working towards a Master's degree in Psychology at McGill . . . 'round about 1960 we can look for some real Georgian spirit from daughter Barbara, born April 7, '42. The years have brought responsibilities to Clinton H. Davis, who's Plant Engineer, Bell Telephone Co., Jr. Member, Engineering Institute of Canada, Chairman, Mt. Chap. Corp. of Technicians, and Ass't Editor, Mtl. Christian Endeavour! Married in '41 he will help another future Georgian celebrate his first birthday on Dec. 11, '43.

Norman Manson, Jr., was married last Oct. 3 to Josephine Alice Cahill, and is on the instructional staffs of both the Business School and the College. College corridors aren't forgotten by Lyna Richardson, listed above, who's doing psychological work with the American Army overseas (England) and who keeps tab on things through the Georgian. Alan Finlayson, employed in the Engineering Dept. of the Canadian Marconi Co., is teaching chemistry in the Natural Sciences Division of the College, and as Guinea Pig representative is a very active alumnus. Hal Betts is in Moncton as General Sec'y of the "Y", while as far as we know J. R. Kelly is still in Michigan with the Methodist Children's Home Society.



WILLIAM J. HARRIS



ANTHONY GRAY



CARL D. O'BRIEN



R. N. ELLIOT



W. H. MALL BRADY



J. W. HENDERSON



WILLIAM J. BARTON



WILLIAM J. BARTON



WILLIAM J. BARTON



WILLIAM J. BARTON



WILLIAM J. BARTON

Sir George

OF THE MONTREAL



Williams College

Y.M.C.A.



WILLIAM J. BARTON



WILLIAM J. BARTON



WILLIAM J. BARTON



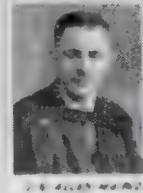
WILLIAM J. BARTON



WILLIAM J. BARTON



WILLIAM J. BARTON



WILLIAM J. BARTON



WILLIAM J. BARTON



WILLIAM J. BARTON



WILLIAM J. BARTON



WILLIAM J. BARTON

FACULTY OF ARTS, SCIENCE & COMMERCE

GRADUATING CLASS

OF 1940



WILLIAM J. BARTON



WILLIAM J. BARTON



WILLIAM J. BARTON



WILLIAM J. BARTON



WILLIAM J. BARTON



WILLIAM J. BARTON



WILLIAM J. BARTON



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WILLIAM J. BARTON



WILLIAM J. BARTON



WILLIAM J. BARTON



WILLIAM J. BARTON

Class of '38 . . .

Class Rep. Simone Bourcheix MacDonald (M.A.—Columbia '40) has changed her career from teacher to homemaker and has gone to Ottawa to join her husband, who is with the Navy's Foreign Intelligence Branch. Simone boasts confidence that her new future can be arranged to include a family. "Geneological research" is the occupation of J. S. Cushing, who reports the result of his work may be made available in book form after the war. Ivan Davison is very busy at the Canadian Car and Foundry Co., and Florence Blacher Jacobs is equally busy assisting her dentist husband in Winchester, Tennessee, having taken a special course for dental hygienists at Columbia University. T. R. Haugland, employed with Canadian Advertising Agency, has married since graduation, and has a son nine months old, and still another young man to be congratulated on having chosen "Georgian" parentage is Class President George Woollat's son, born in Cornwall on January 9th of this year. George is at present in the "deep south", studying "new processes in war industries", presumably for the Howard Smith Paper Mills, but maintains the same keen and active interest in Alumni affairs and progress.

Lester Joyce, teaching at King's Collegiate School in Windsor, N.S., has added three more degrees to his name since graduation, and is now studying piano and organ from the Royal College of Music, London, while the music at Montreal's fashionable Normandie Roof is still made sweet by Dana Neal Brown. It's hard to catch up with Seymour Cohen these days, who's doing a lot of travelling for the Montroy Cloak Company. We've heard that J. Roby Kidd, now programme Sec'y at N.D.G. "Y", expects to take up similar duties in Ottawa shortly. Roby's book "A New Deal for City Children", was published last year and well received. J. H. Rennie can also lay claim to literary fame . . . he not only writes short stories, but *sells* them! He intends to develop this literary bent, at the same time keeping busy at the St. Lawrence Sugar Refineries. John Tsipuras, with the British American Oil Co., has been the father of a son and heir lo these many months, while we're proud to note that Hirschel Darwin, hot on the trail of an M.A. in Economics at Harvard, is still a Georgian first and foremost.

Class of '39 . . .

Class Rep. Lillian Rabinovitch, McGill Physical Ed., is doing a fine job as Director of Physical

Education for Women at Sir George. Lil conducts similar classes at Mary Beetles School, and her other main interest, (so she tells us) is singing. Gerald L. Brouillet is teaching for the Mtl. Catholic School Commission, George D. Lessard is Principal of King's School, Westmount, and evening grad C. T. Hambley (B.A.—Toronto University) is with the Sales Dept. of the Chemical Division, C.I.L. Harold Potter, of "Georgiantics" fame, is an active alumnus as representative to the Board of Governors and Chairman of the Public Relation Committee. Harold, now with the Dominion Electrical Protection Company, is enjoying the freedom of regular office hours and characteristically is putting it to good use along social and cultural lines. The name of Sir George Williams was carried to high honours by Sydney Silver when he completed third year dentistry at McGill this spring. Syd's immediate future is in the hands of the Army, as is the case with J. B. Jewell who expects his degree in medicine from McGill this summer.

Best wishes are in order for Inez Pearce and Bazil Stark, who were married in Halifax early this year. Bazil is in the Navy, and he and his wife have been back in Montreal for some time now. Jacob Brookner is in New York, and M. D. Varvarikos is at Laval, studying medicine. Moses Moscovitch became a Bachelor of Civil Law (McGill) this spring, and plans to take his Bar exams in July . . . found time somehow or other between studies in law, economics, and philosophy to alter his marital status on Dec. 26th, '42. Ted Lande is still Ass't Manager of the Industrial Loan and Finance Corp., and is studying Spanish on his own. Worries (also on his own) about Canada's post-war trade relations and offers a scholarship this year to a Faculty graduate passing from third year to fourth year. Capt. Frank Anderson writes that as Personal Selection Officer he has by now interviewed several thousand soldiers, and is thoroughly enjoying experiences overseas. We'd like to hear from Brockman Brace, who's studying theology at Victoria College, Toronto, and see by the papers that Earl Massey was presented with a daughter on March 18th, '43, in New York City.

Class of '40 . . .

It's touching to hear Ye Olde Basketball Combine, Bette Mendelssohn, Louise MacDonald, and Marjorie Williams reminisce about former conquests in the world of sport. Bette, who was investigating military allowances for the Dependents Allowance Board of the Dept. of Nat'l Defence,



CLASS OF '41

FACULTY OF ARTS, SCIENCE AND COMMERCE—SIR GEORGE WILLIAMS COLLEGE

in Montreal, was recently transferred to Ottawa, and is well within reach of an Administration from the University of Chicago. Marje is accountant with the D. M. & S. in Montreal, and is still dieting. Louise, a graduate of the McGill Library School, is in the library of the Int'l Labour Office, and is active in alumni affairs as Corresponding Secretary. "They're living a life of sin" quotes Class Rep. Henry Worrell, haunting the old haunts as Assistant Bursar.

Doug Bullock recently announced his engagement to a fellow employee at Defence Industries Ltd., Nitro Village, Que. Doug is working for his Master's degree in Science from McGill. Sam Baker, studying chemistry at McGill, has a Ph.D. in mind, while Bill Braye prepares to enter his third year in medicine, also at McGill. Earl Dechene, Control Chemist with Charles Frosst Co., is also studying at old McGill, and is a very active alumnus. Marjorie McCutcheon, as Financial Sec'y of the Y.W.C.A., and with church and war work, keeps very busy, as does Walter Harris, Boys' Work Sec'y at Southwestern Y.M.C.A. Phyllis Maher, besides teaching, continues to study for an M.A. in education from McGill, and also at McGill, Robert Maillet expects to graduate in law this May. Gerald Shane, who has his M.A. in Psychology (McGill) is awaiting a call to the Personnel Branch of the Army which should come any time now, and Gordon Marriot is now with United Shipyards Ltd.

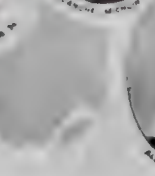
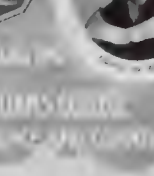
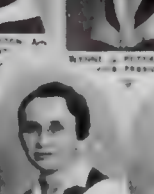
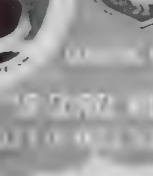
Founder of the "Georgian", F/O Olaf Meyer, listed above, is still a contributor, and letters from India to his wife, Harriet, indicate the same keen interest in College affairs. Norman Rogers teaches science in the High School of Sir George Williams, as well as at University School in Westmount, and Henry Seywerd is a Probation Officer at the Juvenile Court. Henry taught political science at Sir George during the first term of 1942-43, and is working towards an M.A. in Sociology from McGill. Benny Stein will soon have his first year in dentistry since last September as Ass't Chief Clerk in the Invoices and Costs Dept. Malcolm hears regularly from Lawrence Hall, who wrote of his experiences while on leave in Cairo, Tel Aviv, Palestine, and Jerusalem. Lawrence, listed above, went overseas in February '41, saw action over the Coast of France, and was wounded over Malta. He was reported missing for a time and presumed a prisoner of war, but turned up safe and sound in the Middle East.

It's hands across the border to C. Anthony Gray who is with the British Embassy in Washington, and across the sea to Hector Kay and Bill Swinden. Hector is Y.M.C.A. Secretary in Sydney, Australia, while Bill is attached to the R.A.F. Overseas, and went through the Libyan Campaign as a Fighter Pilot.

Class of '41 . . .

Herbert F. (for Furlong) Quinn, President and evening representative of the Orions, is doing post-graduate work in economics and political science at McGill . . . taught economics at Sir George last summer, and now holds forth on the topics of Business Administration and French Canadian Life and Letters . . . also holds forth on army tactics,—but unofficially. Day representative Muriel Kidd, with Boeing Aircraft Company, may be transferred to Vancouver shortly. Our Alumni President, John Archer, has become Manager of the Bond Dept. of Canadian Bank of Commerce's Main Office, and is teaching Italian in the Faculty of Arts, Science and Commerce of the College, while that hard-working Georgian of yesteryear, Richard Brayley, has gone "active" with the Royal Canadian Artillery . . . expects to be posted to St. Jerome Officer's Training Camp to take Reinforcement Officers' course there.

We're glad to hear that Florence Lambert Petrie, very much occupied just now with daughter Kathleen Elizabeth, born Feb. 28th, '43, will not be leaving Montreal as previously planned. Olive Spear, Vice-President of the Ass'n of Alumni, has a new secretarial position with the Northern Electric Company, while Manus J. MacDonald, also with the Northern Electric, continues his evening studies at Sir George to add a Commerce Degree to his B.A. Joseph Kage, a graduate of the Mtl. School for Social Work ('42) is now on the staff of the Baron de Hirsch Institute. Eileen Deevey and Jeannette Geymonat are teaching, and we hear that Jeannette did some interesting work for the W.P.T.B. last summer in Northern Quebec. Employed with Canada Strip Mills, Harriet Meyer keeps very busy in addition as Social Chairman of the Ass'n of Alumni, and is a keen member of the Public Relations Committee. Harry Mann is studying medicine at the University of Montreal, while Dorrien Weaver is with the Sun Oil Co., and John Wilson with the C.N.R. John McBride is in theology at the Mtl. Presbyterian College, and "The Late" Milton Snarch continues in medicine at Queen's.



1932-1933
FACULTY OF THE UNIVERSITY OF MICHIGAN

JACOB
GUTHRIE

Frances Miedema became Mrs. Walter Piercey early last summer. Now the wife of a Naval Officer, Fran is living and working in Quebec City. We were interested to hear that Gerald Mahoney, listed above, who went overseas with the army shortly after graduation, has remustered to the Air Force and was posted to South Africa for training, and that Grahame Watt, also listed above, recently journeyed to Fort Benning, Georgia, with the first Canadian battalion of paratroops. Then there's alumnus Norbert Schratz in British Guiana, who keeps Georgian memories alive while gaining practical experience in accounting on a three-year contract with the Demarera Bauxite Company.

Class of '42 . . .

Wynne Petersen Francis is the grad who had the very busy June 2nd. last year. If you'll remember, Wynne married in the afternoon, received her degree and delivered the Valedictory address in the evening. Day representative of the Cornerstone Class, Wynne lectures now in the Humanities Division of Sir George, and also to adult classes at the Jewish Public Library. Plans for post-graduate study are tabled for the future. Jim Barry, studying for his Master's degree in chemistry at McGill, completed this last year with a 90% average, and C. G. Brodie-Brockwell, teaching biology on the High School staff of Sir George Williams, is in medicine at McGill.

Something had been added to the Gazette Editorial Staff—it's our Fred Kerner, who as Editor of our newly obtained column in the "Georgian" for alumni news, will be glad to hear from or of any graduate. Ira Iscoe is taking third year Honours Psychology at McGill and Lazare Novack Third Year Honours Chemistry. And Andy Fyfe is with Campbell Glendinning & Co., (Chartered Accountants, ye ken) and is working very hard to become a C.A. himself. The course in Russian, being offered for the first time in the Evening Division College, is being conducted by Charles Lasdin. Mr. Lasdin teaches languages privately, and is a keen supporter of Building Fund enthusiasts. Stan Knights, with the Canadian Marconi Co., was recently elected evening representative for the Cornerstones, replacing Jack Aaron, who has joined the Air Force. Georgina Martin is doing secretarial work at the Swedish Consulate in Montreal, and Blanche Michlin is at the Conlin Engineering Company. Lucille Stern paid us a surprise visit during a recent Alumni meeting. Lucille was married to Georgian Bill Gross last Fall, and is living in

Quebec, where her airman husband is stationed. Howard Lambe is still with C.I.L., and Marian Sherk in the Dispensary of the Royal Victoria Hospital. An ambition of long standing was realized by Margaret Webb when she graduated from the McGill School of Library Science this spring, and Margaret is now Ass't Librarian in our own College library.

D.I.L., Verdun, now get the benefit of Phebe Prowse's well-known organizing and administrative abilities. She's Ass't to the Supervisor in the Conference Section, but still devotes an enormous amount of time and energy to College affairs,—this time through the Ass'n of Alumni, of which she is Programme and Promotion Chairman, and a member of the Public Relations Committee. Sara Martin, an inspector at the Harrington Tool and Die Co. Ltd., is taking arts courses at McGill and will soon enter the McGill School for Social Work. Sara plans to do medical social work in the future. Ann M. Munn is demonstrating chemistry at Montreal High School, and is not having too much trouble with maths, thank you. E. G. Farrer is with Fairchild Aircraft Ltd. Miriam Gasco has been leading a life of leisure and travel since graduation, but expects to leave the ranks of the unemployed very shortly. Douglas Gregory is in the Mtl. Diocesan Theological College, while Roslyn Gurberg, who has been Recording Secretary of the Ass'n of Alumni, became Mrs. Irving Save early in July, and now resides in California.

Class President Max Singleton is Y.M.C.A. Secretary at Peterborough, Ont., and we're especially proud of Edith Bye, who's the first feminine graduate to enter the armed services . . . Edith is now a member of the C.W.A.C.

Kenneth Hall, employed as Plant Manager of the Dominion Tar and Chemical Co., Ltd. in St. Boniface, Manitoba, was planning wedding when we last heard, Georgian Phyllis Stephen being the bride. 1st. Lt. Chandler, who has been stated at Three Rivers as an Instructor, has been a bachelor all these years, but Evening Division Co-ed Hazel Brown, changed all this on May 22nd, of this year.

Class of '43 . . .

There has not been sufficient time to get a complete line-up on our fledglings. However, here are a few highlights . . .

Mr. and Mrs. Ripton Jonas were the first husband and wife to graduate together in the history of the College . . . Dr. Howard Dundass, graduating in Army uniform, entered the state of matrim-

only the Saturday following Convocation . . . Betty Robson and Bill Hamilton also celebrated graduation with an early July wedding, and have now

taken up residence in Nassau . . . Approximately 20 of the Class of '43 joined the Ass'n of Alumni immediately upon graduation!



A MAN AND HIS SHADOW !

DSO
ENGLAND
OCT 42



THE FACULTY

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|-----------------------------------|--------------------------------|-------------------------------|----------------------|
| 1.—PROF. D. B. CLARK. | 2.—MR. SHEFFIELD, (Registrar). | 3.—MISS CROMBIE, (Librarian). | 4.—DR. J. ADAMS. |
| 5.—DR. K. E. NORRIS, (Principal). | 6.—PROF. C. THOMPSON. | 7.—PROF. M. SMITH. | |
| 8.—DR. A. ROSS. | 9.—DR. G. ROTNEY. | 10.—DEAN H. HALL. | 11.—DR. J. S. ALLEN. |

COLLEGE PERSONALITIES

by Shirley Fyles

ENTRANCED, we listened to the musical lilt of that pleasant Welsh voice. We travelled back through the annals of time, talked with the early Greeks, listened to Socrates in the market place, heard Plato and Aristotle of ancient fame, visited Descartes, were introduced to the master minds of more recent times—Bergson, Spinoza, Kant, and the rest. Relaxed and attentive we sat there, hanging on to his words while the time passed unnoticed. Then the bell rang and the lecture was over. They meant so much to us, those Philosophy classes with Dr. Pitts. As we contemplated objectively the problems of humanity, the immediate small issues dwindled to insignificance. We tasted sublimity and all else was forgotten.

So it had been. So had Dr. Pitts enriched our lives with the heritage of the thinkers of the ages. Happily we partook of this wholesome nourishment, flavoured with the interpretation and evaluation of this scholar with such a broad and varied experience.

Thus tragic was that day in December when we heard that he was to leave us. A larger congregation in another country had called the doctor away from Emmanuel United Church. In a month

he would be gone! Never had a month seemed so short, never words so precious, nor lectures such a privilege. Yet relentlessly time marched on. For the last time he addressed the Philosophy Club of which he had been Honorary President. He conducted that service at Emmanuel Church attended by Dr. Norris, Dean Hall, Mr. Sheffield and Mr. Stabler as platform guests, and also the Military Training Unit soon to be disbanded. Then all that was over and he was gone!

Only five years had he lived in Montreal, scarcely four years had he lectured at our college. But he left his friends and pupils richer and happier for his acquaintance. Beside the grim reality of war he displayed the other reality—peace. Strife seemed insignificant in comparison with its purpose. Over and above the wreckage of death, destruction, and starvation, life was beautiful and good. The past, the present, and the future merged into one eternity in which we forever played our past.

Now although he has left us, his personality is ever with us. His humour, his sincere optimism, his congeniality—with these the name of Dr. John Pitts is engraved amongst the sacred memories of our college days.



MILITARY





KILLED ON ACTIVE SERVICE

BARR, CHARLES FAE, R.C.A.F.
BELL, E. M., R.C.A.F.
BROVENDER, J. L., R.C.A.F.
BUDD, NORMAN H., M. Navy
CHICOINE, V., R.A.F.
CLARSON, A., R.C.A.F.
ELLIOTT, GORDON J., R.C.A.F.
FLETCHER, GLEN M. C., R.C.A.F.
GANNON, STEPHEN F., R.C.A.F.
GLAZEBROOK, EDDIE, R.C.A.F.
GOAT, JAMES F., R.C.A.F.
GODBEHERE, J. H., R.C.A.F.
GRANT, M. JOHN P., R.C.A.F.
GURR, E. JAMES HENRY, R.C.A.F.
JEFFRIES, E. N., R.C.A.F.
JEWETT, J. S., R.C.A.F.
KELLEY, J. HAROLD, R.C.A.F.
LAZARUS, JOHN S., M. Navy
LEE, WILLIAM F., R.C.A.F.
O'BRIEN, PATRICK, G., R.C.A.F.
OWEN, ERNEST J., R.C.A.F.
PILBOROUGH, EDGAR, R.C.A.F.
PYPER, KENNETH PEDLEY, C.A. (A)
RIDGWAY, A., R.C.A.F.
ROBERTSON, BONAR L., R.C.A.F.
RUNTE, ALBERT W., R.C.A.F.
STEWART, DONALD R., R.C.A.F.
STREDDER, F. OWEN, R.C.N.V.R.

WOMEN — ON ACTIVE SERVICE

BEATTY, FRED, C.W.A.C.
BICK, DAPHNE, R.C.A.F. (W.D.)
BROPHY, BARBARA, R.C.A.F. (W.D.)
BYE, EDITH G., C.W.A.C.
COTE, EVE, R.C.A.F. (W.D.)
FINDLAY, GRACE, R.C.A.F. (W.D.)
GREAVES, JOAN, W.R.C.N.S.
L'ESPERANCE, PAULETTE, Fighting French Forces
McBRIDE, OLIVE, R.C.A.F. (W.D.)
McHARDY, ROSINA, R.C.A.F. (W.D.)
SOMERVILLE, GERALDINE, R.C.A.F. (W.D.)
STUART, ELAINE, C.W.A.C.
THOMPSON, MURIEL P. R., W.R.C.N.S.
WOODHAMS, HAZEL, R.C.A.F. (W.D.)

R. C. A. F.

ANGLIN, WM. SHERRON
AVERY, WM. H.
BARRET, KEITH
BAILLIE, WM. H.
BAUM, SEYMOUR
BAXTER, RUSSELL
BELLOW, H.
BICKERDIKE, GORDON
BIEFER, G.
BINNIE, A. (P) R.A.F.
BIST, A. C. (P)
BIRKS, VICTOR M.
BOYNTON, J. C.
BOYD, E. R.
BRADLEY, HORACE J.
BRITTON, KENNETH
BUCK, PERCY
CAMPBELL, MALCOLM
CANE, HAROLD
CAMPBELL, GEO. D.
CARNIE, JAMES
CARTER, B.
CARTER, ROBERT
CARTIER, Y.
CHAMBERS, R. G.

CHANDLER, L. D.
CLACKETT, B. A.
CLARK, DOUGLAS C.
CLARK, J.
CLARK, ALAN JACK
CLASPER, JOHN
COHEN, LAZARUS
COHEN, S. J. J.
COOK, GORDON F. (M)
COTE, CHARLES
COWELL, WM.
CROSS, WALTER J.
CROWLEY, JOHN W.
DE BREYNE, ARTHUR
DIVENO, JAMES
DERRICK, J. CHARLES
ECHENBERG, H.
ELKIN, DAVID
EGLI, JOHN
ELLIOTT, GORDON J.
ELLIS, RICHARD
FINEBERG, ALEX
FISSET, K. J.
FISHER
FISHER, W.

FLEMING, LORNE H.
FLEMMING, BRUCE
FLITTON, ROBERT DEANE (M)
FRANCIS, C. L.
FREDERICH, BRUCE
FROST, C. E.
FROST, C. E.
FURNESS, HERBERT
GASCO, W. A.
GIBB, ARNIE
GOODSON, JACK
GORDON, JACOB
GORE, JAMES D.
YOUROFF, SEIGE
GRANTMYRE, F. H.
GROSS, BILL
GROOM, JAMES
GROOM, JOHN
GURR, J. H. (M)
HALL, LAWRENCE (R.A.F. (M)
HART, SYDNEY
HARRIS, IRVING
HEARD, T.
HERMITAGE, ARTHUR
HINTON, RICHARD D.
HODGSON, E. H.
HOGG, S.
HOLMESTED, J.
HOLLOSL, LESLIE
HOUGHTON, CHARLES
HUPFIELD, RONALD
JEWELL, GEORGE
JONES, W. E. R.
JORDAN, ARTHUR
GORGENSEN, A. L.
KAPLANSKY, DAVID
KAUFMAN, SAM
KING, R.
KOM, H. W.
LAMOTHE, JOHN
LANDERMANN, L.
LARSON, C. A.
LAVERY, WM. H.
LAVOIE, MICHEL
LAYDEN, DAVID
LAZARE, J. R.
LEATHWORD, ROBERT
LEBEAU, MARSHALL F.
LEIBER, J.
LEISHMAN, A. R.
LISTER, W.
LENNY
LOCKING, D. A.
LIVINGSTONE, THEODORE
LORANGER, J. A.
LUKER, ROY
MACKENZIE, DON
MACRAE, E. D.
MAHONEY, J. B.
MAKIN, H. G.
MANIFOW, VICTOR
MARCOVITCH, G.
MARTIN, LLOYD
MATTINSON, ARTHUR S.
MANILOR, VICTOR
MAYBURY, R. S.
McCOKE, GEORGE
McCAIN, A. J. W.
McGRAIL, KENNETH
McINTOSH, ANGUS
McINTYRE, J. A.
McLEISH, WALTER McD.

R. C. A. F.

McKENNA, WALTER
McMAHON, ED.
McKINNON, WM.
MELLOTT, J. L.
McSORLEY, ROB.
MEYER, O.
MILLER, R. L.
MILLAR, ROBERT
MIROBEL, RICHARD
MITCHELL, ERIS G.
MITCHELL, JOSEPH
MONS, MATHEW
MOUSETTE, A.
MORRISON, K.
MOTLEY, PHILLIPS
MUNK, JAN (R.A.F.
NELAN, NORMAN (P)
NOTAR, PAUL
OLWER, H. F.
O'ROURKE, F. P. D.
PARISEE, EDWARD
PEACH, GEOFFREY S.
PHILIP, SIDNEY
PICARD, R.L.C.
PICHER, W. C. (M)
PIDDOCK, JAMES
POTTER
PILBOROUGH, EDGAR
POTTER, D. D.
POTTER, H. W.
QUINN, D. S.
RALSTON, H. J.
RAKITA, LOUIS
REID, EARL F.
REID, GORDON
RESNICK, M.
RETALLACK, JOHN L.
ROBERTS, GRANT
ROBERTSON, BONAR L.
ROBERTSON, J. L.
ROBINSON, JAMES F.
ROCKFORD, J.
ROBINSON, J. H.
RODIER, T. P.
RODIER, P.
RODGERS, F. W.
ROSS, LEONARD
RUTHERFORD, DONALD
RYAN, T. DON
RUNCINIAN, WALTER ARTHUR
SAVOY, RICHARD
SCOTT, STANLEY W.
SELWAY, LEONARD H.
SHIP, HAROLD
SHRIAR, RUPERT
SIMPSON, GEORGE BRIAN
SMEE, EDGAR E.
SPEEVAK, NORMAN
SPARK, E. L.
STRATHAM, CECIL
STACEY, A. J.
STEPHEN, G. R.
STEVENSON, HUGH W.
STEWART, D. H.
STEWART, J. GIBB (R.A.F.)
STOCKDALE, A. M.
STOCKER, JOHN
SWETMAN, W. H.
SWINDEN, W. W. (R.A.F.)
SYMONS, J. H.
THOM, NORMAN J.
THOMAS, E. J.



R. C. A. F.

THOMPSON, C. G.
TUPPER, T. A.
UROUHART, ALAN
VERREAULT, JAMES
WADDELL, M. J.
WARD, ARTHUR
WARD, PRESTON
WATSON, ALAN
WAUGH, WM.

WEBSTER, R. J.
WEIR, WM.
WHATMORE, S. F. (R.A.F.F.C.)
WHEATLEY, COLIN, HANLOCK
WEINSTEIN, FRED
WELBY, E. J.
WILLIAMS, R. J.
WOODLEY, F. T.
WOODWARD, C. P.

ARMY

ABELSON, CHARLES ROBERT (M)
ABRAHAM, RICHARD
AIRD, JAMES M.
ALGAR, FRANK
ANDERSON, F. L. D.
ARLESS, M.
ARSENAULT, RAOUL
ASHWORTH, VICTOR (M)
ATTO, F. BLAKE
AVIS, FRED
BAKER, LORNE R.
BARRINGTON, MERRILL
BARRINGTON, MERVIN
BELAIR, ROGER
BENOIT, GABRIEL
BENSON, JOHN E.
BERKSON, N.
BEVERIDGE, J. W.
BLAIR, W. W.
BONYON, VERNON H.
BOURBONNIERE, R.
BOVERAT, MARCEL, (Fighting French)
BOWMAN, LOUIS
BRADSHAW, GERALD
BRAY, LEONARD
BRECKENRIDGE, JOHN
BRUMAN, S. S.
BURTON, EDWARD CLAXTON
BUTLER, ROBERT
CAMPBELL, DAVID
CAMPBELL, K. D.
CARROLL, L. C.
CARTER, ERNEST
CHODAT, A.
CHURCHILL, NORMAN C.
CLARK, WILLIAM
CLENENNING, DAVID
COCKILL, LESTER
COUTTS, CHARLES
CREATES, HARRY
CROMBIE, J. A. P.
CROWE, DOUGLAS GLO.
DE LORIMIER, HEBERT
DIDGE, WILLIAM
DUDMORE, J. H.
DUHAIME, J. PAUL
DUNDASS, C. H.
EASTERBROOK, E. R.
EDGERLY, GERALD
ELDER, JACK
FAIRLEY, JAMES W.
FIELDS, HARVEY J.
FERGUSON, ALEX
FITZGERALD, EDWARD
FLANERTY, BUELL
FLITTON, R. D. (M)
FORD, W. M.
FOWLER, E. C.
FRANKLIN, A. E.
GAGNON, AURELE
GAGNON, DONAT

GALL, JOHN D.
GARDINER, J. W.
GILL, E. F.
GILTES, CLIFFORD
GODLOVITCH, C. Z.
GOSS, G. C. L.
GRIFFITH, H. A.
GUIDON, M.
GURSKY, C.
GUY, GEORGE
HANNA, DONALD
HARRIT, PHILIP
HEMLINGS, W. G.
HEYBROCK, PAUL
HIGGINS, G.
HOLMES, BOB
HOLMES, GORDON
HOLMES, ROBERT S.
HORNE, KENNETH J.
HUBERMAN, JULIEN
HUDES, S.
HUNTER, S. D.
INNES, W. D.
JARDIN, ALEX
JARRON, ROBERT
JEWELL, J. B.
JONES, T. W.
KASTNER, JOHN WM.
KAUFMAN, GORDON E.
KEENAN, E. C.
KELLY, J. J.
KENNEDY, ALLAN C.
KIERAN, FRED
KIRKHAM, W. G.
LAMB, HARRY
LAMB, THOMAS
LAWSON, V.
LAWSON, J. V.
LEFEBVRE, ANDRE
LEITH, HENRY
LEONARD, VINCENT A. S.
LESTER, RALPH
LUTTEREL, THORNE
LYNES, WM. E.
MACKAY, DUNCAN
MACLEAN, RONALD C. S.
MARTINELLI, JOHN
McCARRICK, LEO
McCULLOCH, DON G.
McGOVERN, D. G.
McMILLAN, ANGUS
MORRISON, F. B.
MORROW, HAROLD
MORTON, N. W.
NADLER, SAMUEL
OSBORNE, E. A.
PARKIN, E.
PARKIN, W.
PATTON, J. B.
PATTON
PERCIVAL, W. W.
PETERS, PAUL

PETERSON, A. A.
POOTMANS, R. J.
POPKIN, H.
PIOTRONSKY, P.
POWER, D.
PRENEVOST, GEO.
PYPER, KENNETH PEDLEY
RASBERRY, L. C.
REDWOOD, C. P.
REID, A. LAWSON
REIFFEUSTEIN, ERIC
RICHARDS, R. H.
RICHARDSON, L. B.
RIVARD, LOUIS
ROBERTS, FREDERICK
ROBINS, M. N.
RODRIGUEZ, JOHN
ROSS, LORNE
SAVOY, RICHARD
SHORE, ALFRED
SHUSTER, ISODORE
SILVER, SYDNEY
SINGER, ALLAN
SORFFER, MELVIN
STEINBERG, D.
STINSON, WALTER
TEDLIE, J. A.
THOMPSON, C. M.
THORNTON, LAURENCE
THURBER, A.
THURBER, ALEXANDER

ARMY

TIBBEY, H. G.
TOLHURST, GEO.
TRUDEL, PHILIPPE W.
TURNAU, MARCEL
ULLEY, ERLE
VALADE, CLARENCE
WAITE, C. R.
WAITE, W. S. C.
WALLEY, KENNETH
WALSH, B. McK.
WALSH, D. R.
WATSON, HENRY THOMAS
WATSON, ROY
WATSON, WM.
WATT, GRAHAM
WEBSTER, E. C.
WEBSTER, ROGER J.
WEISSMAN, PERCY
WHITESIDE, PETER
WHITTINGHAM, JESSE
WILKINSON, C. G.
WILLIAMS, J. HARRY
WILLIAMS, G. A. T.
WILSON, HERBERT
WINFIELD, FRANK
WING, DONALD
WONG, WILBUR
WOODLEY, FRANCIS
WRIGHT, BOB
YOUNG, DANIEL CHAS.
ZACKON, ED.

NAVY

ABBOTT, SAM
ATCHISON, G. W.
BARRY, D. B.
BEST, ED.
BRACE, E. BROCKMAN
BREBNER, J. A.
BROCKHURST
BULLEN, GEORGE
CASE, D.
CHANDLER, HECTOR
CHURCHILL, H. GEORGE
CLARK, V. KEITH
CRONE, KENNETH
DAVIS, EVANS
DUNCAN, ARCHIBALD
GODBEHERE, C. R.
GORDON, J.
GUITE, JEAN PAUL
GUNN, DONALD JAMES
HAINES, DONALD J.
HARRISON, JOHN R.
HATRICK, P. P.
HAWKINS, W. C.
HAYES, R. D.
HIGGINSON, J. W.
HIRSCHBERG, J.
JAMES, G.
JAMIESON, R. A.
JOHNSON, ARNOLD L.
KILLBURN, RONALD
KING, ROWLAND
KNEEN, G. V.
LAPENNA, J.
LAWSON, T.
LEATHWOOD, L.
LESSER, SAM HERBERT
LETNICK, MORRIS
LINTON, RALPH D.
LOWE, ALEXANDER S.

MACPHEE, ARNOLD
MARTIN, ANDREW
MARTEL, FRANK
McGOWN, W. F.
McNIVEN, J.
MIEDEMA, LEWIS
MITCHELL, HERBERT
MORGAN, GERALD
MORRISON, JIMMY
PHILLIPS, WALLACE
PICARD, R. L. M.
PRUPAS, S. H.
PYE, THOMAS
REID, C.
ROBERTSON, JACK R.
ROSS, DONALD R.
SAWERS, W. C.
SCHURBECK, J.
SEATH, RICHARD
SHARPS, ROBERT
SHAVE
SHEPARD, RICHARD L.
SHERRIFF, ROGER
SHERRY, DESMOND
SIROIS, BERNARD
STARK, B. M.
SUTTON, W.
TETLEY, WILFRED
SMITH, M. E.
TYRER
URQUHART, RONALD
VAN BOMMEL, D. J.
VENDIER, HENRIK
VENDIER, PAUL
WEBSTER, A. ROSS
WESTWATER, J.
WHISTON, GEORGE
WILKINSON, ALVIN W.

G. Anderson



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4



5



6



7



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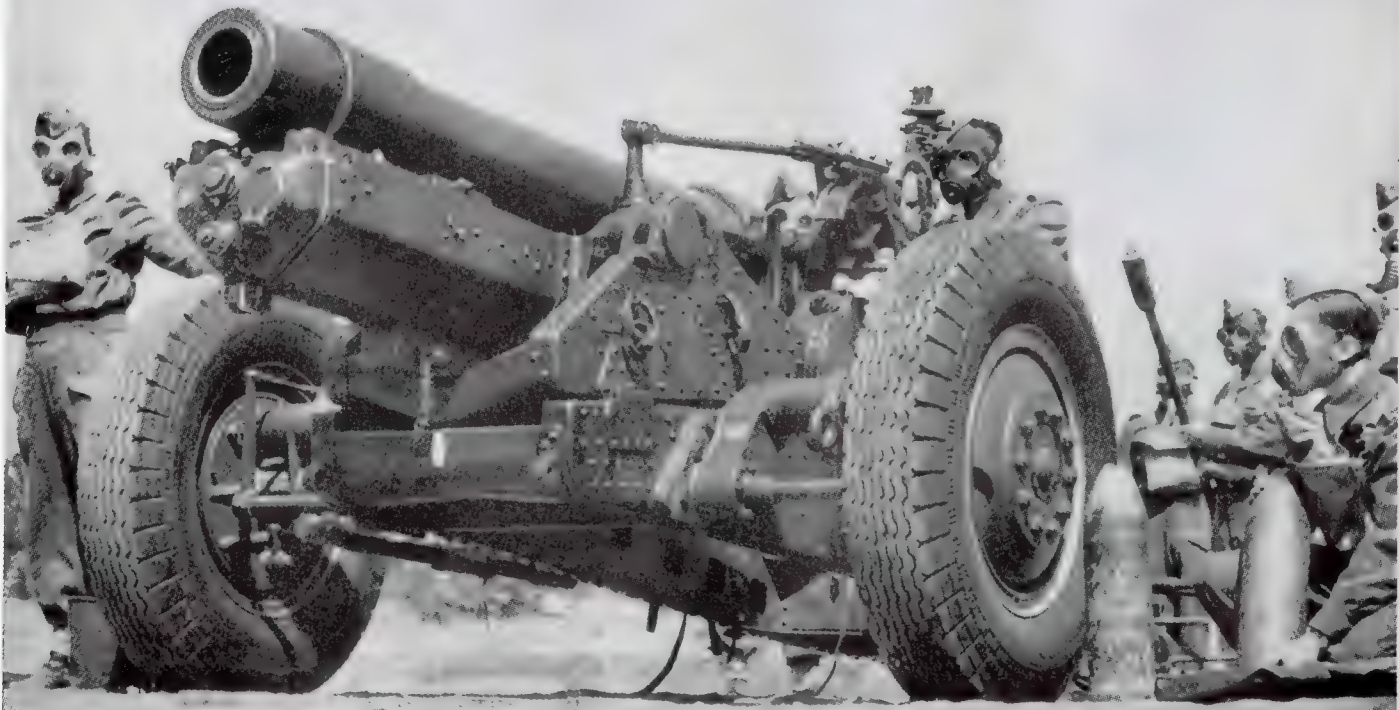
9



10



11



ARMY

1.—C. G. WILKINSON. 2.—G. JOHNSON.

6.—G. MAHONEY.

9.—D. S. QUINN.

3.—S. S. MCKELLAR.

7.—J. A. TEDLIE.

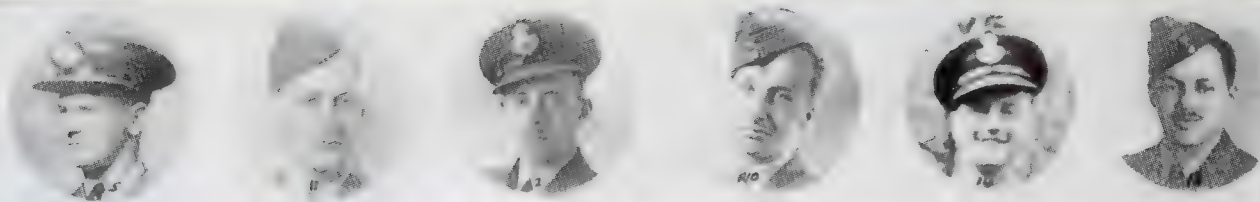
10.—K. D. CAMPBELL.

4.—D. STEINBERG.

5.—N. C. CHURCHILL.

8.—D. CLENDENNING.

11.—W. G. HEWLING



AIR FORCE

(Reading from Left to Right) — A. R. MORRISSETTE, W. E. R. JONES, E. H. HODGSON, L. D. CHANDLER,
W. SWINDER, D. POTTER, C. R. BARR, L. HALL, A. W. RUNTE, J. L. ROBERTSON,
U. CHICOINE, M. RESNICK, F. J. GOAT, M. J. WADDELL, R. D. FLITTON,
R. J. WEBSTER, S. F. GANNON, R. G. CHAMBERS, J. GORE, J. A. LORANGER.



NAVY

1.—G. CHURCHILL. 2.—J. HERSHBERG. 3.—G. JAMES. 4.—R. A. JAMIESON. 5.—G. V. KNEEN.
6.—L. MIEDEMA. 7.—D. MACMILLAN. 8.—J. M. GREAVES. 9.—M. THOMPSON.

BASIC TRAINING CORPS

Archie H. Crystal

IN 1940, Sir George Williams College saw the initial appearance of a basic military corps, having as its proud and memorable officers, Lt. Col. Gill, commanding officer of the corps, Capt. Birks, second-in-command, and Lt. Paton, aided by a group of active service N.C.O.'s appointed from M.D. 4. Following months of intensive training, an enviable esprit de corps soon flourished through the arduous enthusiasm, expressed by both men and officers.

In the following year, the loss of Lt. Col. Gill and Lt. Patton was felt by the corps, due to the retirement of the former and the enlistment in active service of the latter. At this point in the career of the corps, Capt. Birks became C.O., with Capt. Ford acting as 2/i.c. and Lt. Chapleau as adjutant. However, this arrangement was not prolonged for any length of time, for a desire to offer his services in the Air Force captivated Capt. Birks, with the result that the corps was "motherless" again. Consequently Capt. Ford became commanding officer, assisted by Lt. Chapleau as 2/i.c. with Sergeant Heath

and Sergeant Major Baker on the instructional staff. Their conscientious efforts were well rewarded, for the same esprit de corps was perpetuated. The training once more became a part of College affairs and for a while everything appeared serene. But, alas, our instructors were called away to offer their services elsewhere. Replacements were eagerly sought for, but to no avail. As Canada's active army developed, the urgent need for instructional officers was increased. So, the Sir George Williams College Basic Training Corps was resolved to its fate, namely dissolution. The situation was further complicated by the fact that Capt. Ford could no longer hold his position as C.O. of the corps, because of his recent appointment as adjutant to the 2nd Medium Regiment, R.C.A.

But, hark,—all is not lost. A suggestion was made to the effect that the corps, as a whole, attach itself to a reserve unit. Having done so, and wisely joining the 2nd Medium Regiment, the men are once more satisfied and hope to live up to the traditions and honour of their new found regiment.

CAMP GLORIOUS CAMP

Mortimer Tunis

THE Basic Training Corps arrived at camp in Farnham on a Sunday. Having been preceded by an advance party which had pitched the tents and laid the floor-boards there was nothing to do that day except receive equipment and get settled. Blankets, pallasses, bolsters, dishes, etc., were handed out—men ran hither and thither—confusion reigned. Somewhere in a neighbouring camp a bugle blew. "Mess, boys, soup's on!" Immediately a stampede for the mess tent—but no one was killed in the rush.

Soon, however, order arose out of chaos, and by supertime most of the boys had been allocated to tents. The cold grew more intense as the evening wore on and soon after dark most of the boys turned in wearing their battle dress. The procedure of

necessity continued for two or three nights until the M.O. (Medical Officer to the uninitiated) ordered Q.M. Stores to issue more blankets.

Now we know why bagpipes make Scotchmen fighting mad! The whole corps was in such a state the first morning when it was awakened out of a sound sleep by the swirl of bagpipes sneering "Hey Johnnie Cope, are ye noo awak?" A bugle at that hour is an abomination, but ye gods—bagpipes! Later, however, a bugler was obtained and then every morning both bugle and bagpipes helped the dawn to come up like thunder. Some men are impervious even to annoyances of this sort, and had to be assisted out of dreamland by the not unwilling though hardly gentle methods of their comrades.

After we met our instructors the next morning our schedule started without delay. Drill, fieldcraft,



CAMP PHOTOS

1.—DUSTY ROAD.

2.—BREN GUN.

3.—"WE DON'T BELIEVE IT."

4.—ALL'S WELL.

5.—CONFUSING AIN'T IT?

6.—SALUTE BRIG. GEN. PANET.

7.—SIESTA.

8.—CLEANLINESS IS NEXT TO GODLINESS.

9.—BAYONET PRACTICE.

10.—RUMMY.

11.—WISH SHE'D CALL.

All photos by Jack Markow

visual training, physical training, map-reading, Bren-gun lectures and camouflage were all on the program for our two weeks stay. The corps was divided into three units: one unit joined a platoon from McGill; another was commanded by Lieut. Ford and the third was the Charge of Sgt. Ramsey of the McGill C.O.T.C.

The S.G.W.C. B.T.C. became particularly proficient in the art of fieldcraft and visual training. The reasons behind their astounding performances are not hard to find. The art of field-craft, which is the process of travelling along the ground on one's fingers and toes, while lying flat has two advantages: first the individual can travel through a field without being seen, but more important, in the opinion of the boys, is that in case of fatigue the individual is in just the right position to snatch forty winks without being seen by the enemy, and more important, unobserved by the instructor. Lieut. Ford's platoon became very proficient at this grovelling and earned the name of "Ford's Commandos."

Visual training is the process of estimating the distance from where you are to where you want to go. Sgt. Ramsey's platoon became incredibly perfect at visual training. It is hardly possible that the fact

that one of the corporals was always ready to cover a bet on the distance from here to there and then send a man to pace off the space had anything to do with their proficiency. As a result this platoon soon became known as "Ramsey's Rangers."

A keen competitive spirit arose between both S.G.W. platoons and in their firm friendship became known to each other as "Ford's Flossies", and "Ramsey's Rodents."

Who can forget the incidents of the second week! There was the night when Lieuts. Ford and Champleau came into the lines and sat down in one of the tents to drink a little beer and sing with the boys the strains of "Waltzing Matilda" and other songs, titles unmentionable.

And remember rifle practice and how S.G.W.C. won 3 of the first five prizes. And no one who was present can ever forget that night route march when we were caught on the way back in a terrific thunderstorm and how the whole company kept its formation and continued marching. Taking it all in all, the two weeks at camp were a great success and we boys returned to Montreal feeling that we could lick our weight in wildcats or Schickel-grubers.

CAMP LIFE IS REAL — CAMP LIFE IS EARNEST

John Henry

BEING interested in what one of the boys in the SGW Military Training Corps had to say about life at Farnham, I am prompted, nay compelled, to expound a few of my own bitter experiences. My first day was a horrible experience, but perhaps typical.

Following a half hour of P.T., I grabbed my shaving kit and staggered down to where the men were trying to shave with cold water. The place was easy to find—a trail of blood was still fresh.

With pallias straw sticking out of their hair, their eyes shot with cerise, and a weak lather hanging around their lips, they looked like refugees from commencement day at that other institution. We were jammed in so tightly at the water trough that I shaved three other fellows before I realized I was looking in the wrong mirror, whereas I myself was kept busy plucking alien toothbrushes out of my own teeth. It was the first time I ever had Ipana, Pepsodent and Dr. Lyon's Tooth Powder all in my mouth at the same time.

We were fighting to control a man who had brought a Schick electric razor and no plug, when

the bugle sounded for what we later learned was breakfast.

Not that the food was poor, mind you. Plenty of the fellows who didn't bring stomach pumps are still alive. You should hear them talk about the food, pounding their fists on the arm-rests of their wheel-chairs. The principal complaint seemed to be that there wasn't enough of it. On the tenth day a man burped, and thirty-five cadets ran over to get his autograph.

When the bugle sounded I was just in time to be cued behind the eight-ball, at the end of the line. Ultimately, however, I reached an individual who was pouring a dark brown viscous liquid into cups. I was handed a cup which was somewhat lardy with grease.

"I think I've seen this film before," I protested, trying to hand it back, without success.

The liquid-man started to pour some of the goo into my cup.

"No coffee, thanks," I smiled. "Just give me a glass of pineapple juice."

"This isn't coffee, it's mush!" he barked, filling my cup.

"You haven't got any Wheaties, I suppose?" I asked coyly.

Something in his face made me move along to another cherub who was pouring a dark brown viscous liquid into cups.

"I've already got some mush, thanks," I said.

"This isn't mush, it's coffee," he replied, shoving a cup into my other hand.

"No thanks," I said. "Just a glass of pineapple juice, please."

I was soon holding another cup containing a dark brown, viscous liquid.

"Are you positive this is pineapple juice?" I asked suspiciously.

"Of course!" he laughed, adding in a stage whisper, "Harlem pineapples!"

A third man was putting things on plates. He put one of the things in my plate.

"If it isn't revealing any military secrets," I said, "What's that?"

"That's an egg."

"Isn't that rather hard on the humming birds?" I snarled.

"It's a hen's egg," he snarled back.

"Then the chickens must be sitting down on the job!" I bellowed back.

"How the hell else can they lay an egg?" he countered in a high screech.

Unfortunately, the officer of the day was attracted by the uproar.

"What's the trouble here, men?"

"This guy wants to bring in an artillery unit to shell his egg for himself!" lied the cookhouse menace exultingly.

"Where is your mess?" asked the officer.

"I prefer not to discuss my lady friends or their whereabouts," I said stiffly, knowing the Army Act ruling on this point.

"What company are you in?" the officer demanded threateningly.

"Bad!" I cried, yielding to an impulse.

That's how I came to write my famous treatise, "THE POTATO AND HOW TO PEEL IT."



LITERARY



HIGHER EDUCATION IN THE WAR

by George S. Tomkins

WHILE higher education has to some extent become a war casualty, there is no doubt that the war has also brought us certain benefits. Chief among these is the recognition that the capacity of college students for hard work has been greatly under-estimated in the past. The average full-time student in a Canadian university today is working at least as hard as any war-worker; that is of course as it should be, and so is the fact that today's student must maintain a high standard if he wishes to remain at his studies. The recent ruling that only competent students be permitted to remain in college is a wholly fair and just one and it is only to be hoped that when peace comes the same policy will prevail, for our universities have too long been the refuges of many lazy and mediocre young people. General McNaughton has declared that the only aristocracy recognized in the Canadian Army is the aristocracy of education. After the war, one of our first tasks should be to ensure that every person of talent becomes a member of such an aristocracy.

Probably the chief disadvantage which has accrued to higher education as a result of the war lies in the "speed-up" plan; there is no doubt that this plan has resulted in a lowering of standards and has provided too many students in certain fields with but a smattering of knowledge. However, this must be accepted as a necessary exigency of war.

While our government is under constant attack due to its mismanagement of the manpower problem, it seems to me that our policy with regard to the universities has been our greatest success in coping with this enormous problem. This policy of permitting the universities to carry out their normal functions is one of the few safeguards our government, in its desire to prosecute a total war, has provided for the future. It is a policy which will reap a rich harvest after the war, for Canada will be one of the few nations still left with a substantial body of trained men and women.

In this regard, it is interesting to compare Canada and the United States. Higher education in the United States is passing out of existence and the colleges of the nation are now under the

authority of the government and the military to an extent unequalled outside of any totalitarian country. This is an occurrence which will yet be bitterly regretted and it is depressing indeed to note how few voices among American educators have been raised in protest against this unfortunate policy. The war may make American universities in the future so financially dependent upon the government that they will lose their identity. No system of higher education dominated by state or military authority can be a truly democratic one.

Another unfortunate event in American education was the recent inauguration of the High School Victory Corps. In Canada, our schools have made great and necessary contributions to the war effort but the limits of that trend have now been reached—we cannot proceed any further without endangering the whole system. This is obvious from the fact that in Montreal the authorities have abolished history as a high school subject. Our American friends have, in many cases, *entirely* abolished the conventional curriculum and replaced it with the Victory Corps, which includes among other things, collecting scrap, rolling bandages and eye-gouging. Dr. Hutchins of the University of Chicago has observed that after the war the United States will possess a younger generation whose education has included collecting scrap, rolling bandages, drilling and spending just enough time in college to acquire that knowledge of modern languages sufficient to meet the needs of the military police.

I do not mean to imply from what I have so far said that our Canadian educational system approximates any ideal. It is full of grave defects, not the least of which is unequal educational opportunity. The return of peace will see a demand for higher education unprecedented in our history. We should be deciding now what will be the nature of such an expanded system. It will certainly have to satisfy the demand for technical and specialized education; but beyond this, it seems to me that in the future education must possess an underlying philosophy which will instil ideals of service and duty. We must convince as many people as we can that the same spirit of self-

sacrifice and altruism which has distinguished the common man in every phase of the present struggle, in the streets of Stalingrad and in the subways of London, should be equally in evidence in times of peace. For only in that way can we maintain and extend that heritage of a humane and decent civilization which we and our allies are defending. Too often in the past have we neglected the individual and permitted children of talent to mature into a dull world of assembly lines and office routine.

This condition has arisen because we have never provided youth with sufficiently wide horizons. We prate a good deal about democracy and culture but what have we ever done to produce democratic and cultured citizens? Instead of wasting their time studying Latin, our children would be better employed studying a living account from a well-written history text of what Rome really did for civilization. To many, humanism means the study of dead languages. Education after the war must become more humanistic, but in the direction of

giving students—through actual contact with the classics of literature, art and music—a real appreciation of what our culture means.

Science, as I have already implied, must have a place in a revitalized system of education; but we must recognize that science has not, fundamentally, made the world one whit happier. Therefore, we must guard against plunging the whole student body into a wild orgy of research. Such work must still be carried on but every student must become more concerned with the solution of our social ills. Our generation has clearly indicated that unbridled scientific activity, unaccompanied by any appreciation of the spiritual nature of man, only leads to moral nihilism. Scientists are too prone to laugh at the scientific ignorance of artists. In many cases, their own ignorance of art and culture is no less great; and the Nazis, who have more than any others used the discoveries of science for destruction have shown that the latter type of ignorance is the more dangerous.

VISION

Anne Berkson

*I look upon the troubled earth
From such a little way . . .
And yet I see the whole of it
In luminous array,
Rolled tight within its circle,
With its continents in green
Upon a silvered ocean
Seen through a misty screen
Of something that may be a veil
Across a spectral scene . . .
I know not what to think of it—
What lifted me so high,
And yet allowed my vision to
Enfold earth closer by,
Until each little human
Is as real and near to me
As the vistas of the continents
And of the severed sea . . .
How small each man is to the earth . . .
How small the earth to me . . .
To hold a man within my hand,
And yet to feel so small
That I am living in his life—
Within his very wall—*

*To see the freedom of his flight
In leaps from sea to sea,
When he lifts steel to stencil paths
In smoky tracery,
Till fluted space forms fans of death,
Drawn by his artistry . . .
And still to know his inmost heart,
His individual plight,
His hopes, his needs, his constant wish—
His own content when left at home
Within his tiny sphere—
To breathe his space of heaven—
I find myself so near
That all of this I feel with him . . .
Upon my cheek—his tear . . .
And yet I am among the stars
Within the warmth of space,
And see the world in one small round
Beneath a mystic lace,
And know a strange perspective
Of humanity as one—
With earth a green-sward stepping stone
Unto a silent sun —
With this, their path, an endless way
Which they have just begun . . .*

THE RISING TIDE OF MATERIALISM

COLLEGE students are today faced with problems greater than ever before in their history. Ever since man learned to read and write, he has realized the value of education, not only for practical purposes but for humanitarian ends as well. Conquerors and despots through the ages might destroy the halls of learning and kill the possessors of the knowledge they feared, but even in so doing they paid tribute to the power they could not control.

Today we who acknowledge the vital importance of a rounded education are faced with another danger, and it is a danger greater and more insidious than ever before! Today the very value of much that we study is in dispute! Powerful forces are at work to undermine great schools of thought, and convince us that practicality is the true test of worth. Great colleges, great libraries, great schools the world over are no longer devoted to men and women who go there to study, not only the sciences, but more lasting, more fundamental subjects as well. Today these institutions are merely tremendous grade school classes, where people go to learn the 'practical' things of life—and the first test of practicality is 'Will it help you kill your enemy?'.

Were this merely a passing state, a sort of temporary interregnum, we would need have no fear. But it is not! Few of the growing numbers of military automatons that we turn out today from our colleges have any decent conception of what lies outside their particular field of militarism. We

need not look to them for a rebirth of culture.

What, then, of the authorities; the governments and the popular leaders? Are they prepared to reinstate our cultural courses after the holocaust? We can only answer 'Perhaps'. Certainly they have shown no definite promise of so doing. Certainly their past record does not inspire confidence in them, for we think of government training as almost synonymous with trade schools and forestry projects, and practical education of every sort.

Practical education for what? Must we jettison the accumulated cultural heritage of centuries without retaining even a foundation upon which to rebuild it again? Are we coming to an age where we will never be able to lead a refined life again? Are newspapers, magazines, and sports broadcasts on the radio to comprise our relaxation? Will best sellers then be books on 'How To Be Your Own Mechanic' (in 10 easy lessons)?

The time has come when we students who have not yet lost our appreciation of what is good, and true, and lasting, must take up the struggle against this conception of 'practicality' as being the be all and end all of life. Not when the doors of our humanities, and art, and literature lecture rooms are locked for good, and our library books on aesthetics are used as footstools to reach the towering shelves of science publications, but now, before it is too late, let us ensure that peace when it comes will bring with it again the culture, the refinement, and the humanitarian spirit so fast disappearing today before the forces of materialism.

VISION IN DARKNESS

Frank Zuckerman

*In tepid, steaming tenement
I toss in sleep that's heaven sent.
I'm restless. Curl in posture bent.
I wake. 'Tis dawn. A night well spent
In dreaming of a paradise.
I lie, and think, and hate to rise.
For I can't see. I'm blind my eyes
Were lost in diving from the skies
In man-made bird. Above the ground.
I soared. Through mist. I swooped and found
Great joy as motors roared. The sound
Of life. In planes my spirit bound.*

*I crashed and lived. In endless night
I pondered and I prayed for sight
That I might take the sword and fight
Against oppressors of the right.
Unanswered prayer. Engulfed in dark.
I struggled on. Perceived a spark.
It grew. Outshone the sun. A mark.
A goal. Which helped me to embark
On life anew. I rest secure.
And will this painless hurt endure.
My comrades make the future sure
In holy strife for cause that's pure.*

BALLET: SCHEHERAZADE

John Evelyn

THE lights dim. A hushed sound of softened voices steals through the thousand. The grey, tall curtains have turned to gold. Crashing chords with swinging rhythms surge from the orchestra. Its voice is beseeching us to hear, to see, to listen to a tale so strange, so lavish, so barbaric that only the East could tell it. The sway of the brass and strings reaches its climax with the great drums throbbing. The curtains are soft blue. They are a veil concealing a mystery.

The violin melody gently lulls our senses and we are not prepared for the scene the curtains lift to uncover and display.

The Eunuch's strutting figure is the first to assume definite form against the phantasmagoria of colour and costume. His eastern pantaloons are wine and baggy. His brilliant head-dress bobs slightly up and down, from side to side as he picks his tiny hopping steps over the bright carpet, between the silken cushions and recumbent women. He is obedient to Schariar—his king and master—whom the thousand stares discover upon a hill of soft pillows and embroidered silk, fondling his favourite wife, Zobeide. She is a langorous creature swathed in white silks and long ropes of pearls.

With evil intent, the brother of Schariar strides to the side of the king to suggest that they appear to go on a hunting trip, return unexpectedly and discover suspected unfaithfulness in the harem. The women in their gauzy pantaloons and pale bodies make pretence to dissuade him. Nevertheless, Schariar orders preparations for the trip. There sounds a trumpeting of brass in the orchestra, and the soldiers appear; the women buckle on the armour and, with the waving of their hands and the fond farewell of Zobeide on his lips, the King of India and China departs with his brother and retinue.

As soon as the last and distant clamour of the party is faint to the straining ears of the women, they begin a cajolery with the strutting Eunuch. His arms, his feet stutter to the accompaniment of insinuating music from the strings and percussion. Loaded down with his bribes, he at last surrenders his keys. Two blue, pointed doors are thrust open at the back of the stage and the negro slaves rush in,

claim and are claimed by their women of the harem. There is a pause, more cajolery, then coercion with the eunuch, before the third and last door is unlatched. Zobeide clings thirstily to the portiere. With dynamic verve, her favourite appears—a creature, grotesque, negroid in costume and manner, half-animal, brown, wizened, very male. Their first embrace against the door arch makes the thousand forget music, time and place.

There is a swaying entry of maidens with graceful flagons of wine upon their shoulders, of men bearing fruits and sweetbreads in brown platters. Eating and revelry are simulated. Dancing occurs spasmodically between scattered couples. Carousal and orgy increase in tempo. Multicolouring of dress, flat sound of tambours, rustle of silks and pat of naked dancing feet draw the senses into the wild, vivid pattern. The thousand are alive to the spectacular leaps and darts of Zobeide's favourite, the burning of his hands and lips upon her jewelled body. The orchestra sings a moment of intense passion while the two are draped upon the side stairs; with one bound, the brown and wizened one has reached the centre stage and staggers reeling with delight and appetite.

Into this brilliant whirl of flesh and fabric and storm-music, into the vivid stampede of living bodies lost in abandoned movement, is thrust one long, strong chord, then silence. The King of India and China has returned. The horror of the imperial presence is reflected in the glassy stare of the brown and wizened one. He stands dazed, unbelieving, doomed.

In one quick stroke, pleasure is succeeded by pain and carnage. Deathly is the hacking of scimitars, the crumple of bodies as they fall in waves of awkward flesh before the curved and shining blades. There is a brief halt while Zobeide pleads for her own life. Even she is not spared, for Schariar's eyes follow the pointing finger of his brother to perceive the figure of the nimble negro—now prostrate, still. Zobeide, in one grand, sweeping chord of the orchestra, plunges a bright knife into her own breast.

Schariar bows his head, weeping, while the curtains descend and the shatter of applause comes from the thousand.

WHY GO TO COLLEGE?

Derry Fleming

"THE most important thing in life is to know how to get along with people." I was given this advice, years ago, by an advertising executive, and I have seen the significance of her remark in scores of situations.

"Getting along with people" means more than correct social behaviour; it implies self-knowledge—knowing yourself, as Socrates put it. It means adequate adjustment to life. Remember the Chinese proverb: "The art of life lies in a constant readjustment to our surroundings." Montaigne expresses the same thought in "Not knowledge, but judgment is best."

There, I think, we have the reason for going to college—not for knowledge, but for growth. Education is more than acquiring a mass of facts; it is the building up of a well-integrated, balanced character. "We labour, and toil, and plod to fill the memory, and leave both understanding and conscience empty." Montaigne again.

Every time we wrestle with a mathematical problem, we make all our future reasoning quicker, more logical and lucid. Every time we learn a new fact, or acquire a new angle to some problems, we increase all our future understanding. Our minds are like searchlights which grow stronger with every bit of knowledge we absorb. And the keener and more informed our intellect, the broader our interests, the better can we understand our own reactions, and "get along with people."

Most of us, whether we admit it or not, depend on others for our happiness. We have to live in communities to survive, which makes our social relationships the most vital thing in life. Only by co-operation can governments and nations and families exist. With war, there is disintegration.

So much for the social angle.

The most frequent argument against college education is that it doesn't guarantee a steady income. "Where will it get you?" friends ask. "What use is it? You get a degree and what can you do

with it? Put it in a frame! Better to buy a fur coat!" But anyone can buy a fur coat; not everyone can acquire a college decree. A fur coat wears out, and no one knows you ever had it. But a college education is a permanent possession, an investment in richer living, a mental growth that you can never lose.

It all boils down, of course, to the question, "What do you want out of life?" Money? Fame? Understanding of life? Money is only good for what it will buy. And you can't buy character and insight which are absolutely necessary to reach the top in all but very rare fields.

The great men of history—the prophets, philosophers, our national heroes, were men who served humanity. They were seekers of truth and knowledge, who sought to enlighten and serve mankind. I think history will bear me out in saying that the finest men and women were those who served a need that came from outside of themselves; the need of groping, suffering humanity. In forgetting themselves, men find a richer, more satisfying life. Education, by its broadening influence, makes extroverts of us, so that we live less selfish lives.

Why go to college? To sum it up: because it will make you a wiser man or woman, a more adequate person, a stimulating companion, a better citizen. You may get weary, but you will never get bored. Your life will be filled with challenges and unexplored, enticing knowledge to the end of your life.

"We may well grasp at any exquisite passion or any contribution of knowledge that seems by a lifted horizon to set the spirit free for a moment. To burn always with this hard, gemlike flame, to maintain this ecstasy, is success in life."

THOUGHTS AT RANDOM

Herman Buller

JUST as there comes a time in the life of a woman when she stops dreaming about her ideal man and starts to look around for a husband; there also comes a turning point in the life of a student when the mythologies of our moribund civilization are brutally challenged and exploded. For even the Ivory Tower of the Scholar is not bomb-proof. The life of a student is doomed even in times of peace, his civilization is doomed in time of war. It was only yesterday that the pre-Munichites deliberated and strutted through the Halls of the League of Nations like a lot of fat turkey gobblers who could not see into the ominous future, and today against all those shibboleths of bourgeois democracy comes the stark assertion of force. Fanaticism is in the saddle. Brutalitarian power has become dominant. For the second time in a generation the brutal futility of war has broken out with its deliberate death and incalculable chaos. The mind of the modern student is assailed by a tormenting uneasiness about both the usual furniture of our existence—our pleasures, our comforts and our security—and the scientific paradox that has turned this globe into a neighbourhood, and not a brotherhood; that has given man longer life, and swifter death. War prompts the student more than ever to think about ultimate matters. The student of the nineteenth century was sad that he could no longer believe in God. He is more deeply saddened now by the fact that he can no longer believe in man. Our astronomers have lost the earth in the infinity of space, our biologists have lost man in the infinity of time, our politicians have lost the individual in the infinity of the state. Our civilization as we have known it is in eclipse and the student now stands between two worlds, one dying and the other about to be born; and his social heritage is a generation of strife and turmoil which has been going on for the past century and which our humourists have referred to as the "Social order."

Not even the disintegration of a civilization can put a moratorium on the instinctive assertions of life. The student must continue to study, to breathe, to eat, to love. In the brief span between birth and death he struggles from ovum to adult. His life has neither beginning nor end, he is merely a link in

that vast chain of the life stuff that first drew breath in the primal ocean depths to that man-child nourished in the limpid pool of a woman's womb. A weary womb that yawns and opens like the grave and then closes with a melancholic thump on the human soul. And thus with the prophetic birth cry of travail that echoes down the ages begins a journey that gravitates between the two poles, birth and death, that form the whole phenomenon of life. And so begins the cycle; the Spring of Birth, Summer of Youth, Autumn of Maturity and Winter of Senility. The occupation of man. The love-maker, the bread-maker and the coffin-maker. And so begins the division of this earth, a mere tear drop of mud from the sorrowful eye of eternity, into tiny squares called nations and then in turn into even smaller squares called cemeteries. And Man in turn was divided into little men, and they killed each other for this empire and for that empire, rather than set up an Empire of Man. The world becomes a medieval city without lights and without entertainment and with the fear of sudden death in the dark from on high. Vegetation dies every Autumn but Nature does not. Men die but Man continues to live. And everywhere life goes on; work is continued out of habit. The instinctive desire for life and the economic need for work remain in war as in peace. Even though the present crisis is but a tragic moment in the history of the cosmos, an episode only in the history of man, it so happens that our student is living through that period and is therefore incapable of dismissing it with a philosophic shrug. And in spite of rampant destruction, the student as he struggles to keep alive the things that are civilized in his society, turns to the creative urge of love.

To love as to any other question there are two sides that one is not interested in. Love breaks the monotony of the daily routine. It is said that man is the only animal that laughs and prays. He is also the only animal that loves and marries. Love is the goal of life and so it is man's central illusion to suppose that he is destined to be happy. Ideologies may play an important role in political life, but as far as love is concerned a woman is not so much interested in what a man stands for, as what

he will fall for. And so she resorts to many devices, clothes being one. It is maintained that clothes fake the woman; also that a man sees great possibilities in a seal-skin coat (which requires forty-eight rabbits to make). A woman also believes in loving a man for all that he is worth. On the question of marriage, Socrates is said to have advised, "You'll be sorry if you will and you'll be sorry if you won't." And so Youth marries. Youth ends. Biologically, middle age begins with marriage. Youth must accept work, parentage and mediocrity. Marriage becomes a question of familiarity and fatigue. It is soon found that children if irregularly produced may be attended with much inconvenience. However, there is no need for a married man to worry about making an honest living in as much as there is so little competition in that field. The married man exchanges meteorological platitudes with acquaintances on the way to work. Here we recognize the pathos of being a slave to the current epithets of praise and blame, of trying to live up to some term of repute by which society puts him into a moral prison. While his wife has a tendency to make him feel miserable about his pleasures; and anyways he soon discovers the dullness of adultery. And so as his wife ceases to be handsome she studies to be good. With the coming of middle age the rebellion of youth subsides. It is often said that: Youth proposes, Middle Age disposes, and

Age opposes. Just as the growing infant rises himself up from the earth on his hind legs so too does the bent old man gradually lower himself into the earth with only a crooked staff—in a temporary defiance of nature—that keeps him from sagging into the very soil.

While Youth considers today merely as the cause of to-morrow, it is Age that regards today as the effect of yesterday. Youth looks to the future, Age has a nostalgia for the past. Youth seeks to build a Brave New World while the Utopia of Age comes to lie in the day before yesterday. The Youthful Mentality versus the Aged Mentality. The great tragedy of history is that Youth has always paid for the mistakes and sins of Age. War is the survival of Age and the destruction of Youth. Though Truth, Goodness, and Beauty have been hard to define, it is Youth who are supposed to have died for them and Age that is supposed to have lived by them. Today, Youth everywhere have a battle to carry on against the Aged Mentality or decadent conservatism, against inequality, against entrenched privilege, against authoritarianism, against snobbishness of race or caste. It is a battle quite as important in the long run as that in the Soviet Union or in China. Only when that subtler battle is successful will the bloodier battles disappear.

NATIONAL UNITY

H. F. Quinn

MOST people would agree that for a country like Canada which is today engaged in one of the greatest struggles in history the question of national unity is of prime importance. National unity is not only necessary today but it will be equally so after the War if we Canadians are to meet successfully the grave and serious problems of post-war reconstruction.

From 1867 onwards Canada has been almost continuously faced by different problems which tended to have a disintegrating effect on the delicate fabric of Confederation. There has always been a certain amount of conflict between provincial and federal authorities, conflict between the economic interests of different parts of the Country, and between different economic classes. Probably the greatest problem, however, from the viewpoint of national unity

is the racial cleavage, and the necessity for finding some common basis on which both English and French-Canadian can work together for the common good of the Country.

It would be useless to deny that there are real and serious differences between English and French-speaking Canadians on many of the national problems facing us today. Indeed it would be nothing short of a miracle if it were otherwise when we take into consideration the different racial origin, different language, different laws, different religion, different educational system, and different historical background all of which cannot help but produce different attitudes towards Canada's main problems. With comparatively few exceptions there is an almost complete ignorance on both sides of the culture

and mental attitudes of the other. French-Canadian and English-Canadian, as it were, live in different worlds with but little knowledge of each other.

I think it can readily be seen that the chief task facing us is to find out on what terms we can work together to further the interest of the nation. In other words, whether we like it or not we English-speaking Canadians must find some basis of collaboration with this large French Canadian minority which approximates one third of the total population of Canada. Whatever we think of their beliefs and their attitudes, whether we think they are right or wrong we have to accept the fact that these French-Canadians exist and that they refuse to relinquish their customs, their language and their religion, which rights moreover were guaranteed them in the pact of 1867 which made the Canadian idea a reality.

If we reject a policy of forced assimilation along Hitlerian lines, the sole solution to the problem is the frank recognition that Canada is a nation with a dual culture like Belgium, with each party to the agreement respecting the rights of the other in regard to the maintenance of his culture, and with absolute equality of language and religion in all parts of the Dominion.

I realize that everyone will not agree with me and that there are some English-speaking Canadians who are inclined to look upon the French-Canadians as a conquered and subject people, who should be

assimilated and made to adopt the language and traditions of the English-Canadian. I cannot emphasize too strongly however that those who advocate such a course have but little knowledge of the French-Canadian and that if this attitude ever became widely accepted it would readily lead to national disintegration and complete destruction of the work of the Fathers of Confederation.

This policy of tolerance, of live and let live, of the acceptance of Canada as a nation with a dual culture, is not only in the democratic tradition, but in my opinion is highly desirable. In this regard I would like to quote Dr. Edouard Montpetit of the University of Montreal;

"The genius of each group enriches the Dominion as the greatness of each Dominion enriches the Commonwealth. To deny it is to deny the Commonwealth or to pretend that the Commonwealth is a camouflage. Both our civilization complete each other freely and contribute to give our country a distinct physiognomy".

The task of building a united nation based on mutual understanding and goodwill between two races, two cultures, is not an easy one, nevertheless, it is a task we must set about at once for the only alternative is racial strife, disunity, and the end of a seventy-five year old experiment in nation building in this particular area of the North America continent.

THE "GEORGIAN" POETRY COLUMN

Anne Berkson

I HAVE BEEN ASKED to write something about the weekly poetry column which appeared under my name in the Georgian during the past year. The only really useful comment would be a republication of the verses which appeared in it. However it might be well to set down, for the record, what the column was and what it tried to be. The Georgian had always published a certain amount of fugitive verse, and the only function of the column has been to encourage such contributions by providing a special nook for them.

Last October I set out some ideas about what I thought the corner might be:

Poets are not monstrous beings who hatch full-grown, a pen in their hands and mists around their brows. They grow and develop their art as all craftsmen must. They can no more attain proficiency in verse-making by reading than a surgeon can perfect his skill by studying Gray. A poet must write. And for the greatest benefit he must publish his writings where the criticism or admiration of his fellows may tell him how close he has come to touching their hearts with his music . . .

We bother with this column, therefore, because we believe that there are in Sir George people who are making music which will gladden our hearts, and who may well go on to sing to the whole world.

I had only one concern: the writers. It follows that I have been partial to poor verses which were poor because of lack of skill in writing, if they showed some sign that the author had talents worth encouraging. I have preferred such verses to those which, though better in actual construction, seemed to me to be dull and uninspired. Fortunately there was enough really good verse to prevent the column becoming a parade of practice exercises. I do not think I need say I was disappointed in the column (not in the contributors), but there would be little point in rehearsing its shortcomings here. Rather, let us look at the contributions as a whole and see what they were.

It should be explained that contributions to the column were entirely voluntary. There was a standing threat that if no one else filled the space, I would, but it was seldom necessary to implement it. One result of this system was that some of our writers were not represented although I knew, as did everyone else, that they were writing. Possibly another year it might be better to bludgeon the shy denizens of English 112 for material. I don't know. Such tactics might improve the quality of the column, but I am not sure that they would improve its usefulness.

What then of the poems submitted? I find from my files two rather remarkable figures: three times as many contributions from men as from women, and only one third of the total from the Day division. These figures by themselves would indicate the Georgians are a weird lot who contravene all natural laws, but the voluntary system must take the blame. I expect that most of the verse in the college is being written by women, and far more by Day than by Evening students.

In these days when poets are more concerned with relieving their own souls than with charming their readers, it should not surprise us to find a preponderance of free (in the sense of unrhymed and irregular) verse. Actually about half the contributors used a free medium, and the rest wrote in almost equally flexible quatrains. No sonnets, no rondeaux, no triolets.

The choice of subjects varied as much as the several temperaments of the writers. Naturally, many found stimulation in the world scene, the immense drama of our time. Others turned into their own minds and hearts to find inspiration which had no immediate relationship to anything external. Rather surprisingly, there were very few poems in praise of fair ladies and gallant men. Georgians as a whole do not seem to be blind to such attractions, but perhaps such writings were considered too intimate and personal to be paraded in public. In general the subjects, and the approach to them, were pleasingly healthy.

What of the quality? Here I had the most pleasant surprise of the year. I didn't know quite what to expect when I took on this job. I had had

some experience with verse in various forms, and I was not overly optimistic. The results were far above my expectations; the poems submitted were much better than I had hoped to get from a general college group. Some few verses could have done with a little polishing, and I suggested some in a

few cases where I knew the author to have unhurt-able feelings. Last Fall I offered to lend my favourite treatise on poetry writing to any contributors who might want it, but no borrowers appeared and I sadly curbed my urge to educate the world. Its a pretty good world as it is.

P A T T E R N S

from

A Beethoven Piano Concerto

John Evelyn

Walking, wavered
tenuousness
Then,
the swan-like Queen in entrance,
clear struck keys, yet delicate,
with cygne-like utterance
of one blown instrument
and underlying stretching string-music
flesh-formed
from translucent pianoforte chords;
extended arpeggios of smooth flowing.
ballet-step
The gauze-and-white,
soft and gently blue,
in drifted evening
with tinged necromancy
by one melancholy viola
note:
Paused,
to catch,
to hold in one twisting,
trilling, singing sound
the
whirling of her feet,
her body—
turning quickly,
turning softly,
turning gently,
slowly twisting
higher
in ecstatic perpendicular
subdued in ghostly light and curtained
darkness
of the drooping tree-shapes,
far shivering lakes.

Breaking strident brilliance plucked crescendo jumpings,
mimings, furious-upleapings
and the light-fall-feet
upon the dim and textured night;
Peasant-inter-fusion of the dance,
bouncing body, heavy calf,
and strange footstrokes
for cows.

Riddled inter-tricacy of counter-trasted costuming
caverned in the overhanging
leap of purple-sky.
Lifted-waltz-like
half-polka-ded step
of three thin bodies on
fine points of semi-reality
mingled soon,
so-sudden-soon
into this grey old
gaping phantom
groping, stooping frankly
through the pattern of the piece.

Across the visioned strings and happy brass
Upon the beating drums and flashing gold
Pranced new woman
Decked for fairs and summer fields—
lost to night and glamoured colouring—
Not lost:

Reminded by a tremour
of the soft white one
beneath her shouting
streamers.

MEDITATION ON COMPULSORY EDUCATION

COMPULSORY education—education — oh yes, it reminds one of toys, especially dolls. Why I remember only too well how my sister as a child never knew what to do with hers. She was always at a loss trying to imagine some new type of dress for it—never knew whether to let it sleep or to take it for a ride—whom to give it to, to mind. And how it was kicked around. True, at times it served a kind of purpose. Whenever mother had company, why kid sister would resort to her same old trick to impress the group—she would immediately fetch the doll. But it's only as a child that one can play with toys. Sister outgrew this. Yet there are some people who have found a way of conditioning (in the psychological term) what they probably regard as an inherited instinct. Somehow one is inclined to believe that the drive could be directed towards other channels. After all, education is a serious matter—it affects so many!

Education as it is given in the dictionary is 1. The process of nourishing or rearing, 2. The process of bringing up (young persons) and the manner in which a young person has been brought up, 3. The systematic instruction, schooling or training given to the young (and by extension to the adults) in preparation for the work of life. Also, the whole course of scholastic instruction which a person has received. 4. Hence, culture or development of powers, formation of character.

In meditating only a few points in the above definitions have been caressed and yet although the stream of thought has not run over the whole pattern, it is amazing how much one may explore, riding with the stream.

A first point which comes to the mind is in regard to "the preparation for the work of life". How well is a child prepared—first, by his parents before entering school, secondly, for work and lastly for what work? One will readily admit that granting that the incentive to work is present, the work has not always been. Miss Margaret Mead in her book "South Seas" points out that one of the maladjustments of our present society is lack of available employment for the working mass, not only at all times but especially when they leave the schools and the disillusions thereby created. How much interest which

is so fundamental to work is thus lost? How is it that a few individuals can look upon work not as slavery but as a pleasurable occupation? And still, we are assuming a great deal by thinking that this mass is ever ready to indulge in any type of work let alone creative work. How much is being done to investigate the aptitudes of each individual and to guide him to suitable employment? And yet, after all this has been said, we are far from finished with our first point, for it said "work of life". How many would try to elaborate on this last word? Does it not rest on some element of philosophy, on accepted responsibilities? Are these responsibilities ever presented in schools? Does not the word entail some other problems too such as a knowledge of some of the fundamentals of life namely sex and human behaviour? How much truthful insight are they given into the more important political and social issues of the day? How often is their influence and bearing in society stressed to them? What about physical and mental health education? Thorndike and Gates in their book "Elementary Principles of Education" sum up the above thus: "The most insistent demands upon man in our present society are that he learn to achieve some understanding of the present physical world; that he learn to get along safely and efficiently in an artificial environment; that he achieves fitness in a vocation well suited to his nature and learn to be as productive as possible; that he acquire interest and ability in promoting a sound family life; that he becomes so informed and experienced as to be able to participate constructively in life of a wider society and in the solution of the insistent, social, economic and civic issues of his day."

Even in the face of so few and so short paragraphs and although the matter has been hardly touched upon, the most skeptical minds will readily agree that this is a matter of the utmost importance. Herein lie all the possibilities of reaping — for to revert to the much used analogy, education is the good old earth where "thou will reap what thou sowest" and, that alone. Of late years, and in certain countries, this has been fully recognised, has been investigated, and has been tried and the results have proved stupendous. Hitler, Stalin and Mussolini

have sown into every bit of soil—the seed used by some of them, we must admit, was not always of the very best quality but this is another matter and one which in a democratic country, rests solely with the people. What do we wish to cultivate as a democratic country or do we wish to cultivate at all? What do we expect of our future generation and how? Do we hope to find it as the ever-striving for the new, for the good? Do we as a rich and fertile country hope to see our own sons exploit it or must we rely on others to do so? Should we as a progressive country educate progressively, people who will in turn educate in terms of the new and with all the new devices or must we forever read the same page of history? Should we as a society breed the unsociable, the uneducated, the intolerant? As the most unkindest cut of all, there is talk of compulsory education. It is like slipping a false coin to the blind man. Before there is thought of compelling should not the above and others be examined? Should not there be a large and competent body established to do so? Funny, it seems to me “confusion hath now made its masterpiece” or it may be that it reigns entirely in my own mind, but somehow should a person come to me with a gift, while showing me the usefulness of it and after putting it within my reach would he have then to compel me to accept it? In fact one news reporter, after analysis, has decided to call it compulsory attendance, which it is.

Not so very long ago, we, at the Sir George Williams College, had the pleasure of listening to Father Richard of Les Ecoles des Etudes Sociales. He on that occasion pointed out that compulsory education was by no means the crux of the situation but that other factors were far more important, one being the fact that more men would have to be enticed in to the profession. And would be, I might add, if the proposition could be a little more “honeyed”. Conditions have to be made possible for the children to go to school, and for the parent to let them. If this

is to be of any worth at all the number attending the same class has to be reduced. No doubt a minimum of forty per class is easily reached and more could be forced into the same room if the paint were scratched off the walls, but this does not seem entirely necessary.

Dorothy Thompson calls for even greater changes in her article in *Gazette* of April, 1943. “*A Reeducation of Education*”, in which she says that “Our children grow up in a cultural vacuum, and the schools are also a vacuum”. (This applies here too.) “There are only two ways of educating a child. The old “spare the rod and spoil the child” method of rigid discipline and the cat-of-nine-tails. The other is to awaken his intellectual curiosity, stimulate his process of association and thought, and give him facts, as pegs which hold together the structure. But this latter way requires teachers, real educators, and teaching has ceased to be a profession. It’s a trade. Society pays it no special honor. Congressmen (I add, others too,) who deplore the state of our education, giggle at “intellectuals”.

Because of limited space may one suggestion be offered as a conclusion. This, that we make education our biggest investment. It is the one that will surely pay the biggest returns. The more we put into it the more will be gained by us. In it lie our faith, hope and ambitions of a future world, a world where everyone will participate constructively, tolerantly and happily. And while on the subject of money, let us not forget the gatekeeper at a famous racetrack who took \$1200—his life savings—out of the bank to help his nephew through an eastern school. When asked, how he could afford that gesture, he smiled sheepishly. “Day in day out” he explained “I watch thousands of men bet on horses (I add, and other false hopes too) and lose their shirts. The way, I figure it, a fellow might stand a chance to make a killing if he bet on a human being”.

A SHORT STORY

Carolyn B. Archer

IT was not until yesterday that I heard her play again. The old thrill was gone. It was as though her violin had lost its magic and was merely repeating sounds once played by someone else. Although at first I did not like to admit it, I felt in my heart that it was because I know now what I did not know then. Her music had lost nothing of what it once had. I had merely once heard in it what was not there. But that is a common failing at the age of ten.

I, too, was studying the violin at that time. My one ambition was to become a concert violinist and for hours on end I would saw away at my precious fiddle. One day, I heard her play on the air and promptly adopted her as my idol. I thought her playing was absolutely perfect. She was a concert violinist, she was successful, she was beautiful. This last fact I had ascertained from a photograph I had found of her in a magazine. It pictured her seated, looking down at the violin which she held in her lap. I believe it was the fact that her hair was in long braids about her head that made me decide to wear pigtails. Her picture always rested against my music stand for inspiration.

When I discovered that she was coming to play at our school, I could barely contain my excitement. The mere thought of seeing her took my breath away. My teacher, who understood children and who realized how much it would mean to me, arranged that I should be the one to present the violinist with flowers at the end of the performance. My joy knew no bounds; my appetite vanished; I

felt I was walking on air. My only fear was that I might be ill on the day of her concert.

But the day came soon enough. My face was scrubbed until it shone, the bows on the ends of my braids were impeccably tied. Even my shoes had had an extra brushing. We filed noisily into the assembly room and to my horror I found that I was seated well back in the hall. I comforted myself with the thought that I would see her better when I presented her with the flowers.

She was standing ready on the stage when the curtains parted, her violin tucked under her chin, her bow poised on the strings. I sat enthralled throughout the short recital. I thought she was the most beautiful woman I had ever seen. Her music seemed to be divine. She remained on the stage during the entire performance but at the end of each number she bowed in a very dignified manner and after a short interval gave her accompanist the signal to begin again.

Then suddenly, the recital was over and I was walking up to the stage with a huge bouquet in my arms. My knees trembled and my heart beat like a tom-tom. The applause continued as I reached the stage and she did not see me coming up the steps because she was bowing to the audience. She did not, in fact, notice me until I had almost reached the place where she stood. She turned to accept the flowers with a rather awkward movement. She was smiling, but as she looked down to thank me, my heart stood absolutely still. Her eyes were blind.

EXTRA-CURRICULAR



THE WAR COUNCIL

LATE in November the War Council assembled for its second term of office, and proceeded to carry on the work of last year's pioneers.

This group was established for the purpose of sponsoring and co-ordinating the various activities which comprise the War Effort of the student body, and this year, with the co-operation of other student organizations, the Council was able to realize its program set forth at the beginning of the season. The members elected, three each from the Day and Evening Faculties, for this year are: Dave DeJong, Chairman; Anne Fyles, Vice-Chairman; Mary Cunningham, Secretary; Eileen Thornber; Esther Wolsky; and Abe Cohen. In addition, the Council achieved greater representation from the student body in the persons of the Presidents of the Student Societies who served as ex-officio members. And to the Faculty representatives, Dr. Norris, Profs. Thompson and Robertson, the Council is indebted for their encouraging support, and keen interest.

The first enterprise of the Council was the organization of a tag-day to raise funds for the International Students' Service, and the Y.M.C.A. World Service.

The Council was extremely gratified to receive a substantial cheque as part proceeds from a raffle conducted in conjunction with the annual Christmas dance by the Social Committee of the E.F.S.S. No other organization within the college has shown more sincerity in their desire to aid the War Council. (And without this presentation, the Council would have been forced to draw upon other sources for increased funds.)

In a response to a plea for assistance from the Canadian Aid to Russia Campaign, the Council called upon the Political Problems Club in the Day Division to undertake the task of raising funds. They performed the same task, along with volunteers, in the Evening Division, themselves. Thanks to the co-operation of that Club, the Council was able to send to the Canadian Aid to Russia Fund a cheque for one hundred dollars.

Those who attended the college during 1941-42 will remember the campaign that was held under

the title of the Prescott Fund. The purpose of this was to raise enough money to equip H.M.C.S. Prescott with a suitable radio for her crew. Unfortunately, however, despite concentrated efforts to realize this goal, it was found that, for very good reasons, such achievement would be impossible. Ships large enough to merit the equipment for radio facilities are now provided with them. So the Council was faced with the problem of the immediate disposal of this money, and upon the recommendation of the two undergraduate societies that it would be given to a similar cause, the sum of twenty-five pounds sterling was cabled to the Sailor's Rest, Portsmouth, with instructions that it be used to help stranded Canadian Seamen. Here again the Council drew upon its reserve to make up the difference.

In calling upon the various student societies about the College for their assistance, the Council has tried to spread the burden as equally as possible. And so, with this in view, the Council called upon the Spanish Club to organize collection depots for books and magazines for the recreation of the armed forces. The need for such material is obvious, and the Council was pleased to decide with the Spanish Club that this campaign be held throughout the year, with the intention that this activity will achieve even greater importance in the College. And for their quick response, and co-operation, the War Council feels very grateful to the Spanish Club.

At the beginning of the year funds were raised to further the sending of cigarettes to former students overseas. To the Women's Clubs must go much credit for their untiring efforts, in co-operation with the War Council, in having these cigarettes sent overseas.

With the realization of the very great need of the Canadian Red Cross for further blood-donors to fulfill the demand for more and more blood-plasma, the Council called upon the Science Club and the Students' Christian Movement to undertake the work of collecting names of volunteer blood-donors within the College. These Clubs responded promptly and, with very efficient organization, managed to collect the names of approximately one hundred



"ACTIVE GROUPS"

1.—SPANISH CLUB EXECUTIVE.

2.—POLITICAL DEBATING CLUB EXECUTIVE.
4.—DAY FACULTY WOMEN'S CLUB EXECUTIVE.

3.—CERCLE FRANÇAIS EXECUTIVE.

volunteers. By sending their blood into action, the student body has every right to be proud of a noble effort, and to the Science Club must go the praise for their great work in this field.

Perhaps the biggest task the Council had to undertake was the organization of lists of those on active service and the mailing to them of the College paper, the "Georgian." Faced with a heavy organizational problem, the papers were nevertheless sent out in the second term.

But if the War Effort of the College comprised

only the various above-mentioned activities, it would be shallow and weak. The War Council would have students realize that the ordinary training of the individual student for citizenship, both in the war and after, is a primary consideration.

To bring about a realization among the students of the college of a War Consciousness and a resulting effort, has been the aim of the War Council. If the steps it has taken have been instrumental in drawing closer to this goal, then it has every right to feel justified for its existence.

THE SKI CLUB HISTORY

THE ski club was officially founded by Olaf Meyer in 1936. However, it did not reach the height of momentum until 1938—Alan Watson being its first (official) president. By his unstinting labor and excellent supervision, the Georgian Ski Club became one of the leading extra curricular activities in or around the college. Alan became a zone member in 1938, and in that year won the Cross-country and Jump events held by the Canadian Ski Association, thus for the first time giving our Georgian Ski Club its first noteworthy publicity.

In 1939, Bob Holmes and Norm Roger became co-presidents. They were responsible for the organization of the first "Carnival" held in the Laurentian Mountains, as well as the establishment of the officially recognized ski trail called "Georgian" at Shawbridge.

In 1941, Ray Conrath became president and after holding the seat for a short period it later fell into the hands of Sol. Joffe. The year 1941 marked the peak of the Georgian Ski success. It held a Carnival at Morin Heights that has still left its everlasting fun and thrill among most of the Georgian Skiers.

In 1942 an executive was elected under the chairmanship of Sol. Joffe. The executive thought it wise to postpone all further activity and lend its total weight to the war effort.

THE PHILOSOPHY CLUB

THE Philosophy Club was formed in May 1942, by a committee of ten students. The chairman of this committee was Shirley Fyles, who has acted as chairman of the club since its inception. Dr. Pitts and Dean Hall hold the positions of Honourary President and Honourary Vice President, respectively.

Meetings were held throughout the summer months at Scott's Restaurant and in the Men's Common Room. These meetings were featured by discussions of various philosophical problems, the consideration of which is the chief aim of the club. With the resumption of college in October several successful meetings were organized. One of these was addressed by Dr. Pitts who took as his subject "The Philosophical Basis of Naziism." Later the club had the privilege of hearing Professor John Hughes of the Department of Education of McGill University who spoke on "A Philosophy of Education." Both divisions of the college were represented in the organizing committee of the Philosophy Club.



" ACTIVE GROUPS "

1.—PUBLICATIONS COMMITTEE.

2.—STUDENTS' UNDER GRADUATE SOCIETY EXECUTIVE.

3.—WAR COUNCIL.

4.—RECORD CLUB EXECUTIVE.

THE SCIENCE CLUB (E)

THE SCIENCE CLUB (Evening) owes its start to Ken Hall, who graduated in Science in 1942. Its purpose was to acquaint students with all topics of scientific interest. This was done through the medium of outside speakers and evening students well informed in their chosen subjects.

The Club was reorganized this year and the Executive was elected as follows:

President	A. S. WALKER
Secretary	ANN STEWART
Publicity	H. LANSDELL H. SCHWARTZ

The Executive decided that a more definite program should be set up, and also, some general trend to all talks to show the students the inter-relation between the different fields of science. It was also suggested that the program be confined to the students taught at the College and to have the instructors in that subject give the lecture. In doing this an introduction to these subjects and instructors would be given to the students attending the meetings.

The general theme decided on was "a short history of the science, a brief look into the future, and the relation of the branches of natural science."

The various topics covered were:

<i>What is Science?</i>	Dean Hall
<i>Physics</i>	P. Lorrain
<i>Inorganic Chemistry</i>	Dr. Allan
<i>Geology</i>	W. SINCLAIR
<i>Astronomy</i>	G. Paterson
<i>Psychology</i>	Dr. Bridges
<i>Biology</i>	Dr. Adams
<i>Industrial Chemistry</i>	Dr. Guest

From the response received, the program the Executive had chosen—its topics, speakers and general theme, indicated good planning. The Club has enjoyed considerable success this year with an average attendance each evening ranging from thirty to fifty students.

EVENING FACULTY WOMEN'S SOCIETY

EVENING Women of Sir George Williams College have long been associated with developing and organizing student activities. This year with the lack of men students, due to war-time conditions, the women of the College have more than ever had to take over responsible positions in the activities of the College. This year the Evening Faculty Women's Society has played a large part in organizing extra-curricular activities and keeping the "Old Georgian Spirit" alive. Under the guiding hand of its president, Carolyn Archer, the Evening Faculty Women's Society has obtained a great deal of recognition. In 1938, Mrs. E. F. Sheffield, then Miss Nora Morrison, gave the Evening Faculty Women's Society, known as the Evening Faculty Women's Club, its beginning. At that time the organization was just a small group of women, merely as a social club. With each succeeding year the club became more and more popular with the women students. In 1940 the Club was made an official social organization of the College, with the title of Evening Faculty Women's Society. During the years of existence, the E.F.W.S. has had five presidents—Mrs. Nora Sheffield, Miss Pheobe Prowse, Miss Jean Smith, Miss Hazel Brown and Miss Carolyn Archer.

The E.F.W.S. celebrated its fourth Birthday Anniversary this year. It was more than a Happy Birthday for the Society, for the E.F.W.S. had reached a total of 80 memberships. This is the highest membership the Evening Society has ever had in its history.

With this good news, the Executive of the Society planned many interesting meetings. Two of the most interesting events which took place during the year were the meetings at which Mrs. G. Winston Sinclair, member of the Montreal Family Welfare Society, spoke and the recent meeting which was addressed by Dr. Rita Shane, first woman graduate of Sir George Williams College. The Christmas Carol Hour was the highlight of the social year at the College.

DAY WOMEN'S FACULTY CLUB

THE Day Women's Faculty Club is an active organization, directing, sponsoring and encouraging social activities and college interest among the women students. All women of the Day Division Faculty are welcome to attend the meetings and are members of the club.

This organization was founded four years ago by the women students for the purpose of bringing the faculty girls together as a group, to discuss and to promote college activities, to organize campaigns and to uphold the rights of the women students in the college. Many of the most successful college dances have been under the direction and the management of the Women's Club.

This year the D. W. F. C. was headed by Miriam Cooperberg, President, Sophie Cytrnbaum, Vice Pres., Mary Cunningham, Secretary-Treasurer and Mary Baily, Athletic Representative. The club sponsored a compulsory Military Training program including a series of lectures on Chemical Warfare given by Lieutenant Max Ford, a War Emergency Course including first aid, A. R. P. and physical training. The physical training course was under the direction and supervision of Miss Lillian Rabinovitch.

The first guest speaker of the year was Mrs. Hayes, head of the entertainment committee of the Y. M. C. A. Red Triangle Club. Mrs. Hayes spoke at the meeting on Nov. 4th on the subject of War Services Hostess work. She told of her own experiences and gave some valuable suggestions to the club for suitable war work.

The Womens Club carried on with the Red Cross knitting from last year and helped the War Council by selling tags for The International Students Service and The World Wide Fund. The Women's Club organized and tagged for the Cigarette Blitz in the Day Division, and looked after the mailing of "Georgians" to the boys on Active Service.

At the end of the first college term Mrs. Cooperberg, the president, was leaving the college and resigned from the club. Miss Sophie Cytrnbaum the Vice President, was elected by acclamation to fill the vacant position as president for the remaining college term.

One of the outstanding social events of the College season, Sadie Hawkins week, was organized by the Women's Club. During this week, a Tea Dance and a large dance on Thursday evening were held. The net proceeds from these dances were donated by the club to the Red Cross campaign.

On March 10th, Mrs. C. G. Robertson spoke at the meeting on "Women and Careers" and gave an interesting and informal address. Miss Catherine Mackenzie, principal of The High School for Girls, spoke at the final meeting on March 24th. Her topic was "Vocational Guidance".

LE CERCLE FRANÇAIS (D.D.)

THIS year the Cercle Francais has had one of the most active years in the history of the club. The program was interesting and varied.

The aim of the club has been to encourage French conversation among the English-speaking students. Endeavouring to carry out its purpose, the club sponsored a contest among its members and offered a prize of five dollars to the student who, in the opinion of a special committee, had made the most progress in French conversation.

Realizing the truth of the old proverb: "All work and no play makes Jack a dull boy", the executive arranged many activities for the members. Lively debates, discussions, impromptu speeches and theatre parties kept the interest alive.

One of the most pleasant memories of the year was the appearance of the talented French actress, Madame F. Albany and another star of the French Theatre, Monsieur Deschamps. Both these great personages of the French stage made their audience forget, for a few moments, the disaster of France and inspired in them the feeling that some day the old France would live again.

The various French contacts made by the members of the "Cercle Français" have helped the English students to learn more about the French



EVENING FACULTY STUDENTS' SOCIETY

Canadian ways, and thus appreciate the French Canada's cultural past. Learning the language and traditions of French Canada has brought a greater understanding between the two nationalities and it is to be hoped that by acquiring this greater understanding between our college students, who are the future citizens of tomorrow, a closer unity between the two nationalities will be established in the years to come.

The success of the "Cercle Français" is greatly due to its honorary president Dr. Paul Villard, whose enthusiasm and interest never waned, and to whom thanks are due for devoting so much of his time and effort.

RECORD CLUB

CLUB began near the end of October. The purpose was to play requests and have a program varying from the Romantic writers of the nineteenth century to the modern musicale writers of the twentieth century.

At the second meeting the club's executive body was elected. Bill Ross was appointed president and Elizabeth Lynes as secretary-treasurer. Leo Ciceri, Pat Levey and O. Damiani comprised the remainder of the executive body. After Christmas holidays Bill Ross resigned and E. Lynes was elected president by the executive body, Leo Ciceri became secretary and the executive remained unchanged.

The music heard throughout the year was by Tchaikowsky, Dvorak, Franck, Ravel, Cole Porter, Jerome Kern, Gershwin, and Grieg.

The club proved to be a success and it is hoped that it will start again in the fall.

S. C. M.

During our college years every student is beleaguered with a mass of facts and knowledge which he seeks to integrate and retain for future use. As part of our college development we find out that learning becomes more real when it can be associated with present experience, and on such a basis we recognize the need for our student extra-curricular clubs. Such a club is the Student Christian Movement. When we see that the S.C.M. seeks to deal with the personal growth of individuals as they endeavor to gain useful and acceptable attitudes towards society, then do we realize its importance and what a power it can be to help the student should he be willing to accept the opportunity.

The S.C.M. as it has been found in the College this year is a national movement of all students with open minds, united to interpret the values of society in terms of our Christian faith, and to test that faith in terms of human knowledge and experience. The program possibilities of an S.C.M. unit are almost limitless, as they meet for purposes of study, discussion, action, or simply for healthy recreation. In our group this past year it has been our aim to promote program which would see us as Christians as well as students, carry our Christian principles into meaningful Christian action. Thus through the medium of good fellowship, backed with the challenge of particular jobs to do, the group has met quite successfully throughout the year.

In the fall of this year, the club feeling the need for a more permanent structure to carry over the principles and ideals from year to year was successful in forming an Advisory Board. This Board whose function it will be to advise and coordinate the activities of the unit, will provide the stability of background upon which succeeding units can develop. The Board is composed of Dr. Norris, Dean Hall, Rev. Tuttle, and Drs. Rothney and Pitts. It has been our direct pleasure this year to have had Dr. Rothney closely associated with the club as Faculty Advisor, and he has given us much in the way of help and encouragement.

A highlight of the club activities during the year was the Student Conference which the club sponsored on the topic of "Who Should Go to College." It was an effort to crystallize student-staff opinion on the need for education at this time. It sought through student discussion to give each and every student a chance to re-evaluate and re-affirm his own position. The results of this conference as expressed by various persons have made it seem a job well worth doing.

For the week previous to Christmas, the club also sponsored a daily Carol Service in the Chapel where the Christmas spirit was found in singing old familiar carols. These services were wholeheartedly entered into by the Student body. Out of a discussion on Canadian unity the S.C.M. in co-operation with the political problems Club, promoted a series of meetings for the particular discussion of ways and means to better existing relations between the French and English peoples in the province of Quebec. As an outcome from these meetings an attempt is being made to set up a contact group to meet with students of a French University on a friendship and congeniality basis, thus enabling both sides to gain a better understanding of the other. It has been our pleasure also this spring, to conduct for the College War Council, the Red Cross Blood Donors Campaign among the Day Division students. During the year the Club was privileged in presenting to the College such speakers as Rev. Angus de Mille Cameron, and Wilbert Smith of Egypt, while in our own meetings Murray Brooks and Hugh MacMillan from the National Council of the S.C.M. have favoured us with their presence.

So through a program of good fellowship and Christian action, the S.C.M. has endeavoured to provide a Christian atmosphere for students to recognize and discuss problems relating to their lives and the ways in which they find expression in Christian behaviour.



THE CAPTAIN'S CHAPEL

THE CAPTAIN'S CHAPEL

W. Morris

PROBABLY one of the most appreciated places in the college is the Captain's Chapel, which is found at the end of the Corridor of Honour on the second floor.

Students of the college will remember many quiet moments spent in the chapel, the happy, joyous carol services at Christmas time and to some the more sombre moments of a college wedding.

During these days of stress and tension, we are indeed fortunate students that we have a place in our college that is truly "A Quiet Haven for Youth".

The architecture of the Chapel is Romanesque and its decorations and carving are filled with symbolism. For example, the main window, representative of a world-wide fellowship, has in front of it a plain Remembrance Altar, carved with rosemary, upon which is a Book of Remembrance.

One of the unique features of the Chapel is the fact that the seats on each side are arranged so that they may be used for the purpose of reading and study. This arrangement harmonizes with the oak

carving, the whole Chapel. This carving is entirely symbolic containing typical flora of Canada, such as the maple, pine and wheat, and also, the rose of England, thistle of Scotland, ivy representing friendship, the pomegranate signifying regeneration, and the triangle standing for the physical, mental and spiritual development of youth—the traditional the Y.M.C.A.

At the front of the Chapel stands a beautiful altar upon which is a simple cross of Canadian maple which bears the "chi-rho", one of the oldest Christian symbols. On the screen between the recesses are carved the circle for eternity, the lily for purity, the pansy for thought, the rose for perfection, the shamrock for the Trinity, and the sunflower for gratitude, while the large anchor stands for faith and is said to represent the earliest form of the Christian cross. Around the Chapel is the deeply significant precept of the ancient Hebrew prophet Micah, "What doth the Lord require of thee, but to do justly and to love mercy and to walk humbly with thy God?"





SCIENTISTS? AT WORK

1.—LAW OF? 2.—"STINKERS".

4.—WHAT'S COOKING?

3.—INTERESTING. WHAT?

6.—MMMMMM!

7.—HARD WORK, ISN'T IT?

5.—DO YOU SEE WHAT I SEE? 8.—NEW BIOLOGY LAB.

9.—SOLDIERS OR SCIENTISTS.

THE NEW BIOLOGY LAB

Mortimer Tunis

EARLY in February of this year, the Biology laboratory was officially transferred to the annex. Since the new quarters have somewhat more than twice the floor space of the old, students and instructors alike found themselves with an agreeable amount of room in which to move about. Many were surprised to note the extent of the Teaching Museum which is effectively displayed in the new open front cabinets which extend along one wall of the new lab. It must be noted in this connection, however, that no new material was added in the transfer—all of it had been in the old lab for some time, but like everything else was so crowded that much of it had escaped attention.

The students who studied Biology previous to this term will recall the old lab. It was established in 1930 at which time the enrolment was much smaller than it is at present. However, like Topsy, it "just grewed". New teaching aids were added, models, slides, charts, microprojectors, etc. The enrolment steadily increased from year to year, until finally in the last year or so, this small room which served as a lab, lecture room, museum and storeroom, literally crowded itself out.

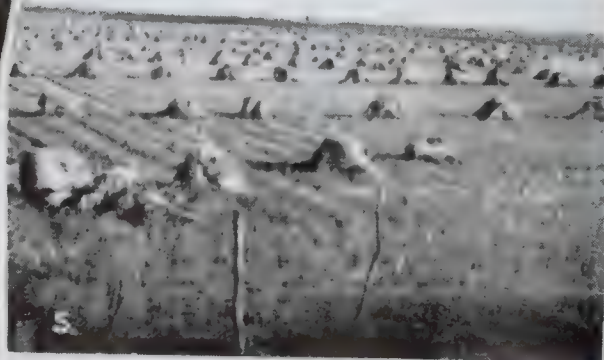
A brief description of the new lab may be of interest to those who have not yet seen it. The room itself is well supplied with natural light from two

large skylights in addition to the front windows which extend practically from the floor to the ceiling. Seven rows of tables, each seating four students occupy the centre of the floor space. One long side-wall is lined with glass fronted museum cases containing a survey collection of the plant and animal kingdoms, together with numerous comparative models and skeletons.

Enclosed cupboards to house glassware, chemicals, class materials and all the intricate apparatus of the biological sciences occupy the back wall. "Oscar" our dissectible human model, occupies the place of honour over in one corner. Set in the recessed front window space there will be, in the near future, a set of Terraria and Aquaria for the culture of live specimens and their effective display. Rumour has it, that shortly it will be possible to pry into the private life of the hermit crab and sea-anemone, simply by peering into one of these tanks. Last, but not least, there is the huge office that Dr. Adams now has all to himself, just down the hall from the lab.

This new lab is one of which we may be justly proud, and it is certainly worth the walk across the street and up the stairs just to be able to work without the previous crowding. Much credit is due to all those who made it possible.





YOUNG MEN GONE WEST

- 1.—WHO CAUGHT WHO? 2.—FOOD FOR THOUGHT. 3.—MUSCLE MAN. 4.—TWO MORE. 5.—THEY DOOD IT.
 6.—PROUD OF OUR NAME. 7.—CIVILIZATION. 8.—THEY WORKED SO HARD.
 9.—RIDE 'EM COWBOY. 10.—A CITY HICK.

THE GEORGIAN HARVESTERS

by E. Synder

TWENTY cars long, a special train rolled across the unadulterated Ontario northland. A thousand students, slightly sore of hind-side, looking out of windows at the vast expanses of prairie. Soot of three days travel deeply imbedded to these in various parts of the anatomy. Discussions ranging from how to play the next hand of bridge to Nietzsche. Food—food—food, everywhere. Text books (what?) coming out of dufflebags and studied. Side bets on how to pronounce Minnipuka, Pagwachuan or Kowkash. Cries of "Look, women!!" and what not??

A few days after hearing the frantic call from selective service headquarters in Ottawa students from all over Eastern Canada packed their bags with clothes, books, and food and set out to beat the weatherman and help the westerners gather their bumper wheat crop. Amongst these workers, was a conscientious body of students representing "Sir George Williams College." No time was wasted after the long journey, for haste had to be made, and immediately upon their arrival in Saskatoon, Calgary, and other central points, the students workers were shipped out on the very next train to every town and village across the scarcely settled west, where help was sorely needed.

Tractors blinders, threshers, combines, wagons, horses, pitchforks, barns, and the wide open spaces met the eyes of the young Georgians as they disembarked from "locals". Green they were but willing too, for they succeeded in proving what Biologists tell us, "that adapt itself to a given environment." And through hardships that many of them had never believed existed the eighty odd students from Sir George "pitched" in.

Winter made her stand when about eighty per cent of the joy was done, and weary, (but proud), students wended their way back to classrooms and a month's lectures to be made up. Certainly the students did not get the best of the deal, for they were underpaid, underfed in some cases, even slept in poor quarters, but the experience was one of

lasting benefit to the Young Canadians. They did not go west looking for jobs, they went west to do "a" job. They were a group of husky young men willing to do the job that their country had needed done, and had come to them for help. It was only a small part of the large job the student is being asked to do.

For today we are in the midst of a war effort, and the College man is an essential part of that effort — if we are to win. The experiment of the harvest proved to the leaders for the country that Collegiate Canada had laid aside the "rah, rah, rah." They had taken up arms alongside with all freedomloving peoples, to do their share to restore the world to peace.

It was wisely said that College students have special qualifications to aid the conduct of the war and should be thereofre, specially guarded and cared for as though a precious war material. A supply of College graduates must be guaranteed with quality maintained and distribution controlled.

And so a small part of that training for a better manhood took place on the vast western prairie land of Canada. And aside from the essential training in the classroom, each and every student is preparing further by training to become part of the "Allied Nations" fighting machine should it be necessary for him to go into active service. But above all, the Georgian was very actively engaged in Canada's war effort when he left his classes last fall to go west.

The war has certainly brought an added seriousness and heavy burden to student life. There is no longer any place for the student who treats his years in college as a means of postponing hard work, and enjoying an interlude of country-club existence. That is definitely a thing of the past.

The young man who enters College to day is actively engaging in the war effort. He has taken a responsible part in winning the war and in winning the peace that will follow.

French-English Relations at Sir George Williams College

P. Black

THE friendship that exists between Canada and the United States is frequently cited as an example of international goodwill that the world in general would do well to follow. In a world where war and intrigue is the rule, and peaceful settlement of disputes between nations the exception, the entente between the Dominion and her good neighbour appears to have no existing parallel.

It is hardly surprising, however, that two peoples so closely allied by blood, language and tradition should find it easy to get along with each other. It would, in fact, be a tragedy if they did not. They have a common cultural background, a common vehicle of communication, a common democracy.

But such a partnership is more difficult to achieve between peoples of different religion, traditions and ethnic background. It involves a widening of the horizons of the mind, a new breadth of vision, a willingness to abandon narrow habits of thought. French and English Canadians have expressed this willingness and are beginning to break down the barriers of prejudice and misunderstanding that have kept them apart.

In the halls of Sir George Williams College, these barriers do not exist. French and English students accept each other without reserve, and each finds pleasure in the society of the other.

To give further impetus to this praiseworthy trend, the college authorities authorized a course in "French-Canadian Life and Letters", and it is a credit to their judgment and foresight, as well as to that of the students, who year by year become more interested in the course, that a considerable step has been taken towards achieving a better understanding between the two major ethnic groups of Canada.

A few lines from the College Announcement concerning "French-Canadian Life and Letters" will illustrate the aims of this course.

"A weekly seminar, addressed by French-Canadian business and professional men and women, the purpose of which is to enable English speaking students and members of the faculty of the college to gain a first hand introduction to the literature, art, folklore, social institutions, philosophy and way of life of the French-Canadian."

Thus the College is an active agent, in promoting goodwill and better relations between man and man.

Nor is this all. A visit to the Cercle Français will prove that when French and English Canadians meet, the relations between them are cordial. This club, which was organized by students from both groups has had a flourishing existence, increasing its membership from year to year. This year it boasted the largest and most interested membership in its history.

The friendliness between students of different racial groups is not a mere superficiality at Sir George Williams College. It is an actuality, embedded deep in the foundations of the institution by its founders.

But perhaps the most important development was the movement begun by both French and English students, and sanctioned by the Faculty "to examine ways and means of cementing Anglo-French ties in the Province of Quebec and throughout the Dominion of Canada". The two other major institutions of higher learning in Montreal, the Université de Montréal and McGill University have been approached on this matter, and most favourable results have been obtained.

ATHLETICS



ATHLETICS '43

R. T. Germaney

ANOTHER year is behind our Physical Education Department and in spite of conditions caused by chaotic conditions and the bright lights of our program joining the services, we can again say progress has been achieved and ambitions realized.

Never has there been such a demand for physically fit men who are able to co-ordinate mind and muscle to a common goal. Experience has shown us that the physical-giant-mental-midget is as of little use on the battlefield as the Elia-statured super-intellect. The job of Physical Education is not now a job of building muscle men, but to teach the individual how he can develop a well proportioned body that will co-ordinate to the optimum with keen mental processes.

Students enter college with the assumption that they have a normal or better intellect. They spend at least four years learning the proper methods of mental functioning in order that they may make the best use of their original capacities. If the physical make-up of their body is entirely neglected, both the physical and mental aspect of their nature will suffer. For the mind does not function at its best for the longest span of years if it is not complemented with a sound responsive body with which to work.

The Physical Department of our College is gradually taking shape with the above end in mind. Random physical exertion has some value when the subject is merely trying "to let off steam", but for physical and mental progress the subject must also learn a skill or movement for all his exertion. To illustrate this we have varying degrees of exercise. The best basketball player is the quickest spontaneous thinker on the team besides possessing good muscle co-ordination. The best badminton player is the one who thoughtfully places his drives, and the best archer is the one who can measure time, distance, and velocity, in relation to form and strength of pull.

Basketball

For the first year in Georgian history, the Georgian team went on the floor as a senior outfit. They played good ball against some of the best teams in Canada. Most of this year's team were veteran of

previous Georgian aggregations and played well together. The team was evenly divided between day and evening students but owing to pressure of other obligations were not able to floor a full team for many of their games. The changing of the night on which league games were to be played worked to their detriment in this regard.

Players:— L. Welton, M. Shantz, S. Armstrong, G. Wood, A. Ulrich, G. Higgins, R. Jonas, M. Ram, H. Rocklin, C. Gursky, and N. Fouriezios, Manager.

The S.G.W. Commandos playing in the Central Y.M.C.A. House League came out on top with the championship. The finals proved to be the closest game of the year with the series going to four games before the college boys could down the veteran Evergreens.

Players:— A. Robbins, W. Thumm, M. Fainer, H. Wolofsky, R. Urquhart, G. Higgins, A. Wilkinson, A. Ulrich, C. Gursky, N. Fouriezios, Manager.

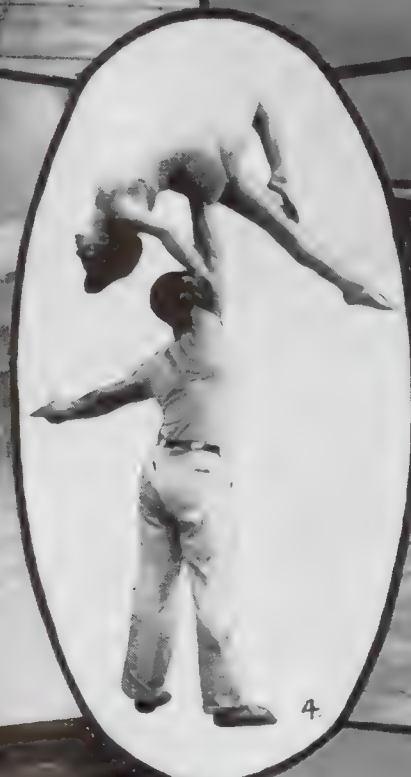
Four teams battled to a close finish this year in the Inter-faculty Basketball league for the Day Division: Arts Snobs, Science Stinkers, Science Steamers, and Commerce Killers. The arts and science teams fought to the last ditch with the Snobs emerging the victors by a small margin. This is the third consecutive year the classical men have taken the cup and left the Stinkers to fume and bubble.

Georgian basketball players not only showed that they were proficient players but three of our men are official basketball referees licenced by the Canadian Athletic Association, while another is a member of the executive council of the Montreal Basketball league.

Volleyball

Volleyball is fast on the way to becoming an international sport and the Sir George players are developing along with the game. Dr. Norris and his professorial proteges started the ball bouncing this year by taking the over confident Fellowship aspirants down a peg or two.

The Frosh and Upperclassmen teams were new to the game but came along in fine form with the Upper studies edging out a close game to take the championship.



1.—BOYS' DAY VOLLEY BALL TEAM.

2.—THE "GEORGIANS" 43

3.—ARCHERY.

4.—HOLD THAT POSE.

5.—BADMINTON TEAM (EVENING).

6.—THE "PROFS".

7.—ART "SNOBS".

Rumour has it that Mont St. Louis and a few of the other colleges are grooming teams to take us on next year. Plans are being made to produce a representative Georgian team for the coming year, uniforms have been ordered and we hope to build a good name in volleyball circles.

Not to be outdone by college muscle-men, Miss L. Rabinovitch produced two fast teams from the girls physical education classes. The girls were not long in gaining agility and learning to drive the ball. They are now ready to take on the best team the men have to offer.

Forum with the Senior team from Mont St. Louis College. George Hale flash forward for the Sir George boys came out of the game with a broken leg and attended classes for the next six weeks with the aid of a couple of crutches. Wes. Morris, our fighting theolog. was carried from the same game with a badly injured knee.

Swimming

The Central Y. pool was again the home for Georgian swimmers. Mixed swims on Wednesday evening at 10.15 p.m. were popular after a strenuous game of badminton, some of the boys coming for a dip after military training.



WOMEN'S ATHLETICS

1.—BATHING BEAUTIES, MMMM . . .

2.—DAY WOMEN'S BADMINTON TEAM.

3.—SPLASH !!!

4.—WOMEN'S VOLLEY BALL TEAM.

Hockey

Hockey was played at Sir George this season for the first time in three years. Fresh and Upperclassmen teams clashed to a draw at the Forum sustaining many bruises and scratched shins. Further games were played on the McGill ice and at the

The annual swimming meet culminated the swimming season with the Day students turning out en masse to watch the swimming stars. The meet was coloured this year with events for girls and mixed events. The girls showed their prowess by taking a first and second in one of the mixed events.

Matt. Ram., Simon Yuen, and Marilyn Cumming, treated the crowd with a diving exhibition, and the aquatic revellers topped off a successful meet by dunking the coach in the deep end.

Badminton

Badminton players are increasing in numbers in both the boys and girls departments. The day division substituted mixed periods on the three courts and developed some good players. The evening players had the courts again on Wednesday evenings from 7.30 until 10.00 p.m. and capacity crowds were handled.

Badminton tournament for men and women were held in the Day Division with L. Welton and Eileen Thornbor again retaining their championships.

Badminton birds seem to be out for the duration but owing to a stroke of good luck we have enough to carry us through next year.

Archery

Archery is the latest sport to come to Sir George and even with a late start, good headway was made. Paul Brainard took the men's championship after a close shoot with L. Shimotakahara leading the women. Arrangements have been made to use the large gym for archery during the coming year thereby doubling the length of the range.

Miscellaneous Sports

Besides the various organized leagues and games, many Georgian students took part in individual sporting activities. The weight lifting room was at the disposal of the students and many muscle builders worked out regularly with the weights. Handball was another attraction, also many of the boys took advantage of the regular calisthenic classes held by Central Y.M.C.A.

The Fellowship students were very ambitious boys this year, taking a six week course in class gymnastics. Each of the members of the group contributed to the instruction of the course and benefitted greatly through this mutual co-operation. These boys were early risers and met once each week on Monday morning from 7.45 a.m. to 9.00 a.m.

Athletic Banquet

The athletic season was brought to a close with the annual athletic banquet. Winning teams were on hand to receive awards with the professors verbally vying for recognition of their athletic prowess.

Presentation of over 80 major and minor awards were made by: Dr. K. E. Norris, Dean H. F. Hall, E. F. Sheffield, Mrs. W. P. Francis, Dr. J. S. Allen, and D. B. Clarke.

Voluntary waiters for the occasion were the versatile Fellowship students under the able guidance of head-waiter G. N. Barker.





THE GUY WHO HAD A DATE WITH A
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DEC42

"BOMB DOORS OPEN - BOMBS
GONE - BOMBaimer GONE!"

ART



THE SURVIVAL OF ART DURING WAR

E. Merson

IN times such as these, Art has become a most difficult problem to cope with, the sole reason for this being—that people for the past number of years have centred their whole hearted attention on the uglier side of life, disaster, bloodshed and complete destruction.

With the world at large in conflict, Art, which is Beauty brought about by decent, clean living and the result of healthy minds and healthy bodies, has become very abstract. A scholastic training in art is only the beginning to help the odd few open their eyes to the wonders of the universe and it is their mission in life to spread their love of it, like the spreading branches of a palm tree and shade the world from its sordid ugliness. Cezanne's apples can make the sun shine on their luscious beauty in the darkest hour, which proves the importance of colour and form, that is ever present in our lives. The world is at a stage of civilization where people enclosed in our houses, have to substitute for mother nature, therefor we bring colour into our homes to adorn them. Our buildings, a substitute for the majestic beauty of rugged caves, and the shapes and colour that we bring into them

are an impoverished form of the great open spaces.

We have become so conscious of colour that we not only demand it to please us in our homes as decorative matter, but we also desire it in our food so as not to have it just to fill a space as fuel. We want our delicate morsals in shapely form and attractive display. Psychologists have proven the importance of colour—an attractive display on a table will even makes the pieces of our innermost being secrete; that people benefit of the normal use of their minds, will react to colour and the use of it. The Gods have put us on this earth and have put eyes in our head to see the wonders of the universe. Our lives have become so enriched by these things, that we have a crying need for more and more, so let us continue to bring the light of day into this impoverished world and help bring humanity through a stage of brutal unreallity into a world of peace and beauty—we Georgians, especially those of the Art School, let us walk with our heads high, nor look down at the wire that civilization is dragging its feet through, but let us help hold the torch—the light of life—and everlasting peace—Colour, Beauty, Art.





EXCERPTS OF STUDENT WORK FROM SIR GEORGE WILLIAMS ART EXHIBITION



NEGRO HEAD BY ORSON WHEELER

A SYNOPSIS OF SCULPTURE THROUGH THE AGES

SCULPTURE, the oldest of the arts, dates back to the beginning of time, when the most minute form of living matter had to build shelters for its protection. Since man is distinguished from animal by his ability to use his hands and his brain, the first change came about when our prehistoric ancestors decorated the walls of their caves with various forms of carvings.

The next stage in the evolution of the art, was brought about by the Egyptians. They were the first to show figures in their true proportions thus making them three dimensional. They made life like portraits in wood, and gigantic forms in stone—an example of which still remains in the "Sphinx".

The Greeks who tried to reach perfection in sculpture through the portrayal of pathos, violence and selfconscious grace did so by introducing emotion in their forms, such as a figure in writhing movement of agonizing death.

The Romans followed the Greeks very closely but lacked originality in their work, except for portraiture and pictorial reliefs in their temples and triumphal arches.

The art of sculpture did not flourish again until the middle ages when churches and cathedrals were

decorated with thousands of statues in stone and wood. Much of this religious art was destroyed by the reformation. What followed was known as the Renaissance.

During this period, art and sculpture flourished to the degree with complete emphasis being placed on design and extreme ornamentation. Many examples of Renaissance architecture are still to be found in palaces and secular buildings.

Modernism is the reaffirmation and emphasizing of a strain that refers back to prehistoric man. It is the emotional power, not the subject matter that counts. Expressionism, a branch of Modernism, has outgrown the horrified shrieks and the moral indignation of the old school, who thought they dominated the world of art.

And so we arrive at the present when a growing interest in the American appreciation of sculpture has become a vital movement and which looks promising enough to go down as the greatest movement since the Renaissance. We remain grateful to Europe for the problem that it has solved in its academic teaching, and to which we have been adding our own individuality. The result—the Great American School of Art.





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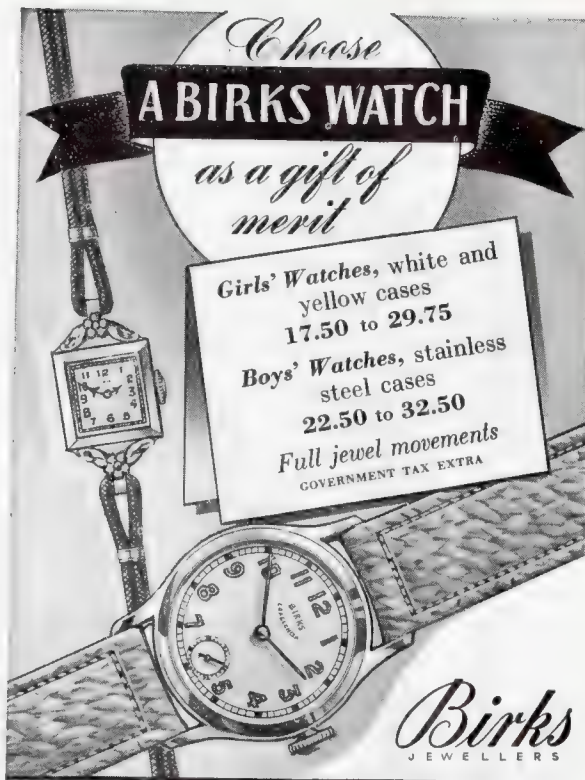
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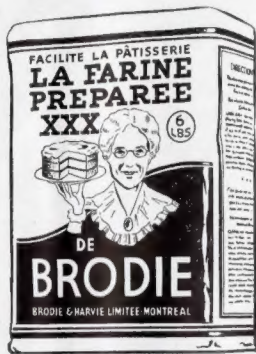
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